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ABSTRACT

The Career Enrichment Center (CEC) provides a year-round, voluntary career education program for all Albuquerque high school students. It offers courses; provides special services; manages and coordinates enrichment opportunities, alternate programs, and satellite stations; and provides liaison with businesses, community, and universities. This report evaluates the CEC program in relation to six goals: (1) Institutional Role and Identity; (2) Curriculum and Curriculum Development Process; (3) Articulation and Communication; (4) Institutional Climate; (5) Logistical and Methodological Considerations; and (6) Special Services. Data were collected through: (1) interviews of administrators, CEC counselors, department chairpersons, and CEC board members; (2) questionnaires distributed to administrators, counselors, teachers, CEC teachers, current and former CEC students, CEC graduates, and parents; and (3) examination of various program records. While significant confusion was found about CEC's goals, there was widespread satisfaction with the effectiveness of CEC programs and services. Improvements are recommended in all goal areas, including the following: (1) CEC should be expanded as to sites (satellite stations), services, and personnel; (2) CEC's goals should be better clarified and user needs assessed more regularly; and (3) cooperation and communication should be strengthened between CEC and the high schools. Appendices include: the evaluation instruments and results; CEC objectives; and CEC enrollment statistics. (BS)

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Charles R. Spain

ALBUQUERQUE PUBLIC SCHOOLS

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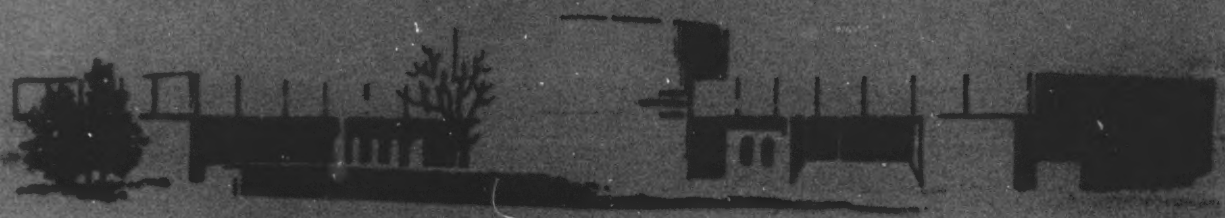

Delivery of Services Evaluation

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March 10, 1983

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Career Enrichment Center

CAREER ENRICHMENT CENTER DELIVERY OF SERVICES EVALUATION

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CAREER ENRICHMENT CENTER DELIVERY OF SERVICES EVALUATION ADMINISTRATIVE SUMMARY

INTRODUCTION

The Career Enrichment Center Delivery of Services evaluation includes six components, which were identified by Central Office and Area Office Administrators:

1. To assess the extent to which CEC's institutional role and identity have been defined in theory and adhered to in practice.

2. To examine CEC's curriculum and curriculum development process in terms of their responsiveness to community, high school, and student needs.

3. To evaluate the effectiveness of CEC's communication with the district's high schools.

4. To examine the overall institutional climate characteristics and their impact on program appeal and effectiveness.

5. To evaluate the impact on program effectiveness of logistical and methodological policies and decisions (e.g., regarding scheduling, transportation, course format and instructional techniques).

6. To compile data on the utilization of special programs and services and to assess the impact of these programs.

Each of these goals was further subdivided into specific evaluation questions.

MEASUREMENT STRATEGIES

In order to answer the evaluation questions, information from the following sources was utilized: 1. Interviews of CEC administrators, district administrators, CEC counselors, department chairpersons, and CEC advisory board members. 2. Questionnaires distributed to: CEC teachers; high school administrators, counselors, and teachers; current and former CEC students still in APS; CEC graduates; parents of current CEC students; and non-CEC students. 3. Examination of program records, including correspondence, enrollment patterns, school improvement team minutes, class schedules, and other pertinent documents.

RESULTS

GOAL I. INSTITUTIONAL ROLE AND IDENTITY.

The present study found significant confusion among high school staffs, students, and parents concerning CEC's role. None of these groups perceived CEC's School Board-mandated role as the center for the management and diffusion of career education in the Albuquerque Public Schools. Rather, they viewed CEC as an isolated enrichment program whose purpose they did not truly understand.

In spite of the vagueness and inadequacy of program definition, students, parents, and high school administrators and counselors overwhelmingly perceived CEC as a highly successful program. This estimation was not shared by high school teachers, whose opinions on CEC's success were more ambiguous.

GOAL II. CURRICULUM AND CURRICULUM DEVELOPMENT PROCESS

CEC's curriculum was initially developed on the basis of a needs assessment undertaken by the APS Instructional Division and the New Mexico Employment Security Commission before CEC opened, Fall, 1975. CEC was originally designed to be developed in two phases, Phase II being an expansion of the present curriculum. Phase II has never occurred. In addition, only minor changes in CEC's curriculum have occurred over the years.

Questionnaire data from the present study supports the potential expansion of CEC's curriculum to meet students' expressed needs. CEC, in cooperation with the Instructional Division, should undertake a thorough assessment of student needs.

III. ARTICULATION AND COMMUNICATION WITH THE HIGH SCHOOLS

Although much improvement has occurred recently in articulation and communication between CEC and the high schools, problems still exist. High school and CEC curricula are not systematically coordinated, high school teachers demonstrate insufficient undertanding of CEC, and students and high school staffs are not receiving adequate information about CEC's program. Articulation and communication is a mutual responsibility of high schools, CEC, and area and district personnel. Therefore, in order for improvement to occur, advisory committees involving CEC, the high schools and area and central office personnel should be created.

IV. SCHOOL CLIMATE

Evidence presented in the current evaluation study establishes the fact that the Career Enrichment Center's program is highly regarded by CEC students, parents, and staff. Satisfaction with CEC's academic program, support services, and physical facilities is widespread.

However, the following school climate issues should be addressed by CEC's leadership:

1. The resolution of issues which have adversely affected staff morale, including: anxiety concerning enrollment fluctuations and the threat of staff reduction; the lack of recognition accorded to CEC in the Albuquerque Public Schools; and the improvement of relationships between CEC and the high schools.

2. Dissatisfaction among some staff members regarding communication within CEC.

3. The current lack of a systematic process of institutional problem identification and resolution.

The school climate issues highlighted in this report have not had an adverse effect on the quality of CEC's program. However, these issues should be addressed in order to ensure maximum student and staff satisfaction and well-being.

V. LOGISTICAL AND METHODOLOGICAL CONSIDERATIONS

Although student transportation and scheduling conflicts do exert some influence on student enrollment, their impact is not as significant as that of other factors, for example, lack of time to take CEC courses and lack of familiarity with CEC. The resolution of transportation and scheduling difficulties is presently a one-sided process: CEC is forced to adjust its schedule to that of the high schools. A joint problem-solving process should be instituted.

CEC teachers utilize an impressive variety of special methodologies, including: individualized instruction in the classroom, independent study outside the classroom, field trips, and interdisciplinary approaches. These methodologies result in a program which, according to overwhelming student and parent endorsement, effectively supplements the regular high school programs.

VI. SPECIAL SERVICES

CEC's special services - planetarium, media services, summer science research assistantship program, job shadowing - are impressive in scope and efficiency of operation. Since CEC is defined by Board policy as a management center for career education opportunities, all of these services should be made available to all eligible students in the district, not just CEC students.

The guidance and counseling program assists in program articulation with the high schools and provides students with counseling services, particularly career and college counseling. It is an effective supplement to the counseling programs in the high schools.

INTRODUCTION

INTRODUCTION

This evaluation of the Career Enrichment Center (CEC) is an attempt to gather and interpret relevant information which will be of use to those responsible for CEC's development and improvement. It is hoped that the information gathered and the conclusions drawn will stimulate discussion which will lead to reaffirmation and, where appropriate, redirection of CEC's program in order to better serve the students in the Albuquerque Public Schools.

This report is a delivery of services evaluation. It considers such elements as: student and parent satisfaction with CEC; the extent of communication and co-operation between CEC and the regular high schools; the extent to which CEC's role in the Albuquerque Public Schools is appropriately defined and understood; the effect of logistical and methodological policies upon program appeal; the delivery of special outreach services; the extent of CEC's relationship with complementary community and educational organizations; and the effectiveness and appropriateness of CEC's curriculum and curriculum development process. An additional section on school climate, which was unavoidably delayed, will appear in a special supplemental report to be submitted by June, 1983.

This evaluation study specifically excludes an in-depth review of individual courses and programs, evaluation of individual staff members, a detailed examination of staffing patterns, or questions regarding cost effectiveness. Important as these matters are, they are pertinent to another type of evaluation, and therefore will not be addressed in this report.

The scope of this evaluation is broad, because the program at CEC is extremely wide-ranging. According to the School Board's original position paper, the Career Enrichment Center is intended to be more than an isolated school where students could take supplemental classes. It is, in its ideal state, the principal, though far from exclusive, embodiment of the career education concept in Albuquerque.

Career education is a theme that will run continuously through this report, because the career education philosophy is the heart of the Career Enrichment Center. It is indisputable, although not widely understood, that it is not possible to fully comprehend or properly evaluate the CEC without a thorough appreciation of the career education philosophy. Explicating this philosophy and, where possible, clarifying its potential role in CEC and in the Albuquerque Public Schools is and must be a major component of this report.

Through its link with career education, the Career Enrichment Center should have ties with the surrounding schools and community. CEC and these surrounding institutions are symbiotic, and they must have fruitful relations in order to function properly. Schools,

businesses, and the public at large must be cognizant of CEC's mission. Even more important, they should be involved with it in spirit and should work with the CEC in order to maximize the benefit to Albuquerque's youth.

This broad perspective on CEC's program has determined the comprehensive scope of this evaluation. Important questions have been posed by administrators in the Albuquerque Public Schools. This report will provide some answers. Even more important, it is hoped that this report will encourage comprehensive and open discussion of some of the issues facing the Albuquerque Public Schools and the Career Enrichment Center.

STUDY DESIGN AND METHODOLOGY

STUDY DESIGN AND METHODOLOGY

The design of the Career Enrichment Center Delivery of Services Evaluation reflects the broad scope of the CEC and the extent to which its programs interact with the educational system and the community.

THE DEVELOPMENT OF THE EVALUATION QUESTIONS

From approximately September 1 to approximately October 1, the evaluator conducted interviews with those district administrators most directly concerned with the operation of the Career Enrichment Center. The purpose of these interviews was to ascertain evaluation priorities. Those interviewed were: Betty Skupaka, Associate Superintendent for Instruction; John Mondragon, South Area Superintendent; Stan Rarick, District Director of Secondary Instruction; Patricia Christman, North Area Director of Secondary Instruction; Allen Krumm, East Area Director of Secondary Instruction; Milton Sanchez, South Area Director of Secondary Instruction; and Bill Fickel, Director of Occupational Education.

Upon completion of these interviews, priorities were synthesized into general evaluation goals and specific evaluation questions. The five original goals were:

1. To assess the extent to which CEC's institutional role and identity have been defined in theory and adhered to in practice.

2. To examine CEC's curriculum and curriculum development process in terms of their responsiveness to community, high school,and student needs.

3. To evaluate the effectiveness of CEC's communication with the district's high schools.

4. To examine the overall institutional climate characteristics and their impact on program appeal and effectiveness.

5. To evaluate the impact on program effectiveness of logistical and methodological policies and decisions (e.g., regarding scheduling, transportation, course format and instructional techniques).

Each of these general goals was further subdivided into specific evaluation questions. (See Figure 1, pages 5-7).

In September, 1982, these goals and questions were reviewed with the administration of the Career Enrichment Center. In response to their suggestion, a sixth goal was added:

Figure 1

EVALUATION GOALS

CAREER ENRICHMENT CENTER

DELIVERY OF SERVICES EVALUATION

1. To assess the extent to which CEC's institutional role and identity have been defined in theory and adhered to in practice.

2. To examine CEC's curriculum and curriculum development process in terms of their responsiveness to community, high school, and student needs.

3. To evaluate the effectiveness of CEC's communication with the district's high schools.

4. To examine the overall institutional climate characteristics and their impact on program appeal and effectiveness.

5. To evaluate the impact on program effectiveness of logistical and methodological policies and decisions (e.g., regarding scheduling, transportation, course format and instructional techniques).

6. To compile data on the utilization of special programs and services and to assess the impact of these programs.

EVALUATION QUESTIONS (CEC)

I. Institutional Role and Identity

A. To what extent does CEC clearly define and continuously reassess its program goals and objectives?

B. To what degree is there an informed consensus concerning CEC's role on the part of CEC's staff and client populations?

C. To what extent do CEC's clients perceive its original goals and objectives as still appropriate?

D. To what extent do CEC's clients and staff believe that CEC has achieved its program goals and objectives?

E. To what extent, and how effectively, does CEC interface with the business and educational community (for example, University of New Mexico, TVI) on matters of mutual concern?

F. How does CEC define its target student population and how appropriate is this definition?

II. Curriculum and Curriculum Development Process

A. What is the overall curriculum development process and how reponsive is it to student and community needs?

B. What are the enrollment patterns in the various courses and programs, and what implications do these enrollment patterns have for curriculum?

C. What factors influence enrollment in the various courses and programs?

D. To what extent are course and program goals defined and evaluated in terms of their function and utility?

III. Articulation and Communication

A. In what ways and how effectively is curriculum coordinated with the regular high schools?

B. How do key groups--administrators, counselors, teachers, students--in the high schools perceive CEC in terms of communication, cooperation, and coordination?

C. How do key groups in CEC perceive the high schools in terms of communication, cooperation, and coordination?

D. What are the enrollment patterns vis-a-vis individual high schools and what factors influence these patterns?

E. How effective is the process by which CEC delivers pertinent information to students?

F. What roles do CEC and high school staff members undertake--ideally and in actuality--in program articulation?

IV. Institutional Climate

A. What is the nature of the administrative style at CEC and how effective is it?

B. To what extent do students, faculty, administrators, and parents have a positve attitude concerning CEC?

C. How effective is communication and cooperation within CEC?

D. How do students and staff perceive the aesthetics and functionality of the facilities, and how do these perceptions affect their attitudes and performance?

E. What is the state of student and staff morale and what factors have influenced it?

F. To what extent are ongoing internal program assessment procedures employed? What is the effect of the presence or absence of these procedures on the institutional climate?

V. Logistical and Methodological Considerations

A. What logistical factors either encourage or discourage student enrollment?

B. Does CEC's "enrichment" oriented method effectively supplement the regular high school program?

C. If any unique educational methodologies are employed at CEC, how effective are they?

VI. Special Services

A. How frequently are the special services--Planetarium, media services, special institutes and Guidance Information System--utilized? To what extent do students evaluate them as helpful?

B. What are the goals of the guidance and counseling program and how effectively are they achieved?

6. To compile data on the utilization of special programs and services and to assess the impact of these programs.

In early October, these tentative evaluation goals and questions were sent to Betty Skupaka, Associate Superintendent for Instruction, for approval. With her approval, they became the operational basis for the Career Enrichment Center Delivery of Services Evaluation. The final evaluation design was shared with appropriate district administrators via a formal memo.

MEASUREMENT TECHNIQUES

Three basic sources of information are the foundation for the study: 1. Interviews. 2. Questionnaires. and 3. Program Data and Statistics. Each of these sources will be considered individually.

I. INTERVIEWS

Because perceptions and attitudes of APS personnel are a crucial component of this study, a special effort was made to compile the opinions and insights of those in the district who have:

1. Specific knowledge concerning CEC.
2. A formal connection to CEC (e.g., CEC staff).
3. A logical functional connection with CEC (e.g., curriculum center staff, area administrators).
4. Responsibility for programs with which CEC is connected (e.g., occupational department).

On this basis the following district personnel were selected for interviews:

Betty Skupaka, Associate Superintendent for Instruction.
John Mondragon, South Area Superintendent.
Stan Rarick, Director of Secondary Instruction.
Patricia Christman, North Area Director of Secondary Instruction.
Allen Krumm, East Area Director of Secondary Instruction.
Milton Sanchez, South Area Director of Secondary Instruction.
Bill Fickel, Director of Occupational Education.
Mary Ann Esquibel, District Curriculum Coordinator of Science.
Hilde Howden, District Curriculum Coordinator of Mathematics.
Maria Montalvo, District Curriculum Coordinator of Foreign Languages.

The following CEC staff members were interviewed:

Dave White, Director, Career Enrichment Center.
Will George, Assistant Principal.
Don Brockwell, Counselor.
Marie Cain, Counselor.
Jack Atkins, Media Center Coordinator.
Frances Cassino, Foreign Language Department Chairperson.
Mary Ann Flynn, Business Deprtment Chairperson.
Terry Gill, Math and Computer Science Department Chairperson.
Mae Ann Martin, Beauty Culture Department Chairperson.
Carol Johanson, Practical Nursing Department Chairperson.
Rich Reif, Planetarium Director.
Imogene Russell, Science Department Chairperson.
John Stoer, Aerospace Education Department Chairperson.
John Tondl, Industrial Arts Department Chairperson.

The following high school assistant principals were interviewed:

Bob Hutchins, Rio Grande High School (formerly assistant principal at CEC).
Dolores Klingbeil, Rio Grande High School.
Elsa Neumon, Highland High School.
Peggy Piper, Valley High School.

Two members of the CEC advisory committee were interviewed:

Joseph Zanetti.
Betty Mae Hartman.

Ernest Stapleton, APS Superintendent when CEC was founded, was also interviewed.

Interviews were structured as follows: pre-determined questions (see Appendix 2) were asked, but considerable latitude was allowed for free responses. In the case of non-APS personnel, the interviews concentrated on CEC's program history and role. Notes were taken at the interviews; questions and responses were categorized according to which evaluation question they addressed. Interviews typically lasted from one to two hours. The interview with the CEC Director lasted approximately six hours, distributed over a two day period.

2. QUESTIONNAIRES

Questionnaires were administered to:

a) all high school administrators;
b) all high school counselors;
c) all CEC teachers;
d) 10th, 11th, and 12th grade students who had not taken a CEC course;
e) 10th, 11th and 12th grade students still in APS who had taken or were currently taking a CEC course;
f) Former CEC students who had graduated in 1979, 1980, 1981, or 1982;
g) Parents of current CEC students;
h) High school teachers.

Respondents in items d) through h) were selected through a random selection process.

Questionnaire content was derived from the approved evaluation questions. After preliminary drafts were developed, they were reviewed by: professional evaluation specialists from the APS Instructional Research, Testing, and Evaluation Department, including the Director; a committee of CEC teachers and administrators selected by the Director of CEC.

Suggestions from these two sources led to further questionnaire revision and refinement. After the CEC review committee expressed satisfaction with the questionnaires, the CEC student questionnaire and the non-CEC student questionnaires were pilot tested on a small number of students. Students' suggestions, relating to questionnaire clarity, were incorporated.

The resulting questionnaires addressed evaluation questions with a strong assurance of validity. The questionnaires ranged in length from 70 items to almost 100, depending on the group for which the questionnaire was designed. Considerable item overlap existed among questionnaires, but some items were appropriate for only selected populations. The questionnaires required 5-10 minutes to complete. Some questionnaires were relatively lengthy and some item formats were relatively complex.

Although every effort was made to ensure that students could complete the questionnaires, some lower-achieving students may have had some difficulty. However, judging from the reported grade averages of the respondents, this factor does not seem to have introduced bias.

3. SAMPLING PROCEDURES

All high school administrators and counselors and all CEC teachers were surveyed. Sample sizes for the remaining populations (except CEC parents) were selected so as to obtain accuracy within 5%. (Source: Krejcie and Margain, "Determining Sample Size for Research Activities", Educational and Psychological Measurement, Volume 30, 1970). One hundred randomly-selected parents of current CEC students were surveyed, which represents a 13% sample. In addition, surveys were sent to all high school department chairpersons who teach in content areas related to the CEC curriculum.

4. ADMINISTRATION AND RETURN OF THE SURVEYS

a. Student Surveys.

Student surveys for those students currently in CEC classes were administered at CEC through the co-operation of the CEC administration and faculty. Surveys for those former CEC students not currently in CEC classes were administered in the high schools along with the surveys for non-CEC students. Assistant principals for curriculum in the APS high schools were very cooperative in seeing that these surveys were administered. CEC student surveys for graduates of APS were mailed to students' homes with stamped, self-addressed return envelopes.

b. CEC Teacher Surveys.

CEC teacher surveys were administered in one group session at CEC. Questionnaires were distributed to absent teachers, who returned them to the researcher.

c. CEC Parent Surveys.

CEC parent surveys were taken home by students and returned to the teacher.

d. High School Administrator, Counselor and Teacher Surveys.

Surveys for the high school staffs were returned individually through inter-office mail. Their distribution to staffs was coordinated by the high school assistant principals.

In all cases the anonymity of respondents was ensured by their removing identifying cover sheets. Return was also encouraged by: follow up on student questionnaires by high school and CEC staffs; cover letters on staff questionnaires, signed by the Associate Superintendent for Instruction, which reviewed the purpose and significance of the study; meetings with high school assistant principals for curriculum to explain the purpose of the study.

The sample sizes and return rates are examined in the following table.

Figure 2

Population	# of Surveys Distributed	# of Surveys Returned	% Returned
High School Administrators	46	33	71.7
High School Counselors	62	47	75.8
High School Teachers	346	148	42.8
CEC Teachers	28	28	100.0
Non-CEC Students	380	272	71.6
Current and Former CEC Students Still in APS	335	264	78.8
CEC Students who have graduated (1979,80,81, 82)	400	87	21.8
Parents of current CEC students	100	69	69.0

The return rate in most cases was high enough to ensure the validity of the results. However, the return rate from CEC graduates (21.8%) was quite low. To check for possible bias, the demographic data (grade averages, school attended, plans after graduation) was compared with the other two student groups. From this investigation, it was determined that the sample, although small, is indeed representative. The only obvious discrepancy is a disproportionate number of students who had attended one particular high school; however, this did not appear to have significantly affected the overall results.

In addition, although the teacher response was somewhat lower than expected, an examination of the demographic data- years experience, subject taught, and school assignment- indicate satisfactory representation.

5. RECORDS EXAMINED

The following types of program records were used in the evaluation of the Career Enrichment Center:

- Announcements and memoranda
- Newspaper articles on CEC history
- Publicity sent out by CEC
- Course catalogues since CEC opened
- Minutes of CEC school improvement team.
- Agenda, minutes of CEC advisory committee.
- Evaluations and studies on the Career Enrichment Center.
- Enrollment patterns by high school.
- Enrollment patterns by year.

- Numbers of students using planetarium, special programs, Guidance Information System, media services.
- Drop-out rates in classes.
- Correspondence to CEC from clients.
- Grade point averages in CEC classes.
- Curriculum Development Plan for CEC.
- APS publicity on CEC.
- Summer school attendance.

This data adds a richness of texture to the evaluation of CEC and, as appropriate, can be used to verify or modify the subjective reactions of respondents to interviews or questionnaire items.

The design which has been outlined is summarized visually in Figure 3, page 15.

LIMITATIONS OF THE STUDY

This study is necessarily limited in some respects. However, these listed limitations do not affect the validity of the data gathered nor the conclusions.

1. Some groups whose input could have been significant could not be surveyed due to time and financial constraints. Such groups include: parents of non-CEC high school students; UNM faculty and staff; TVI faculty and staff, parents of elementary and mid-school children; elementary and mid-school staffs; business, industry, and community leaders. Further study to ascertain opinions of these groups is strongly suggested.
2. A major proposal concerning occupational education and having important implications for CEC and the high schools was presented to high school principals at approximately the same time that the evaluation questionnaire went out. If the proposal, which did cause some controversy, were widely known or connected with CEC, it could have potentially contaminated survey results. There is no overt evidence that this happened. High school principals, who at the time the surveys went out, would have been most aware of the proposals, did not seem to have been affected. The controversy among some occupational educators arose later, and therefore would not have influenced results.
3. This study represents a compiling of opinions of those who actually responded to questionnaires. Although the sample of respondents does appear to be representative, there is the possibility that it is not.
4. Because this is a delivery of service evaluation, great reliance had to be placed on opinions and perceptions. To the extent possible, such evidence was corroborated by more objective sources of information. The predominance of subjective information is justified by the key role that attitudes have in determining the success or failure of the CEC.

In spite of these limitations, this study provides much valuable information and perspective concerning the Career Enrichment Center.

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Figure

DESIGN MATRIX - CEC EVALUATION

EVALUATION QUESTIONS	MEASUREMENT METHODS	APS student Questionnaire (non CEC)	CEC Student Questionnaire	Dist. Administrator Interview	H.S. Administrator/ Counselor Questionnaire	CEC Administrator Interview	CEC Instructional Staff Questionnaire	H.S. Instructional Staff Questionnaire	CEC Counselor Interview	H.S. Assistant Principal (Curriculum) Interview	School Climate Questionnaire--to be included in Addendum Report	Unobtrusive Measures	CEC Instructional Staff Interview	CEC Questionnaire (Graduates)	CEC Advisory Committee Members Interview	CEC Parent Questionnaire
Role definition and re-assessment.	I-A	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Consensus re role.	I-B	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Appropriateness of goals and objectives.	I-C	X	X	X	X	X	X	X	X	X			X	X	X	X
Achievement of goals and objectives.	I-D	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Interface with business and educational community.	I-E					X	X	X	X	X		X	X	X	X	X
Target student definition.	I-F	X	X	X	X	X	X	X	X	X		X	X	X		X
Nature and responsiveness of curriculum development process.	II-A	X	X	X	X	X	X	X		X			X	X		X
Enrollment patterns in courses.	II-B	X										X				
Factors influencing enrollment.	II-C	X	X									X				
Course and program definition and assessment.	II-D			X	X	X	X	X					X			
Curriculum coordination with high schools.	III-A			X	X	X	X	X		X		X	X			
Perceptions of high school staffs re articulation.	III-B				X	X	X	X		X						
Perception of CEC staff re articulation.	III-C					X	X		X				X			
Enrollment patterns by high school.	III-D	X	X	X								X				
Information delivery process.	III-E	X	X	X	X	X	X	X	X	X		X	X			
Roles of CEC and high school staffs in articulation.	III-F				X	X	X		X	X			X			
Nature of administrative style.	IV-A					X					X					
Positive attitudes towards CEC.	IV-B		X								X			X		X
Communication within CEC.	IV-C										X					
Functionality of facilities.	IV-D										X					
Student and staff morale.	IV-E										X					
Internal assessment.	IV-F										X					
Influence of logistical factors.	V-A	X	X	X	X	X	X		X	X		X	X			X
Effectiveness of enrichment method.	V-B	X	X			X	X			X			X	X		X
Unique methodology.	V-C		X				X							X		
Use of special services.	VI-A	X	X							X		X		X		
Goals and effectiveness of guidance program.	VI-B	X	X						X	X				X		

REVIEW OF THE LITERATURE

Three general types of literature were reviewed during this study.

1. Descriptive literature on career education programs across the country. Using the Education Resources Information Clearinghouse (ERIC) system, career education programs across the country were researched. These included Skyline Center, Dallas; the Houston magnet school program; the William B. Carroll Magnet Schools, and career education centers in Denver and Oregon. From this review valuable perspectives on both unique and similar characteristics of the Career Enrichment Center program were gained.

2. Evaluation techniques and resources for the evaluation of career-oriented enrichment centers were studied. These included general procedures as well as specific materials, including specific questionnaire items.

3. Evaluation and research studies on the Career Enrichment Center. Two complete studies were reviewed: The Chamber of Commerce 1978 study and Dr. Charles R. Hutchins' 1978 research paper on CEC's role. Also reviewed were sections of the 1980 Occupational Study which concerned the Career Enrichment Center.

Although these studies differed in scope and purpose from the present one, they provided valuable information and perspective.

DR. CHARLES R. HUTCHINS
THE ROLE OF THE CAREER ENRICHMENT CENTER AS PERCEIVED BY SELECTED GROUPS

In December, 1979, Charles Hutchins, assistant principal at the Career Enrichment Center, completed a study of CEC's roles, as perceived by its various publics. The project was a research paper, completed for university credit, not an evaluation of CEC's program. However, the paper presented a wealth of information and can be used to shed light on the present study, particularly with respect to the study component that involves CEC's program goals.

In order to examine role perceptions toward CEC, Dr. Hutchins listed 193 possible expectations (derived from a review of the literature) which were thought to be relevant to the Albuquerque Public Schools Career Enrichment Center. A jury reduced the list to the forty-two "most relevant" items. These forty-two expectations were combined with Board of Education mandates to define seven different roles for the Career Enrichment Center:

1. Provide information, orientation, exploration, and in-depth study of careers for Albuquerque Public School high school students.

2. Provide job-entry level skills and job placement services for district high school students.

3. Provide advanced academic and enrichment courses, and other courses not normally taught at the traditional high school, for district high school students.

4. Provide a viable, functional alternative program, designed to meet specialized and individual needs of students.

5. Provide enrichment programs for middle and elementary school students and for the public.

6. Provide liaison, communication and coordination with schools, business, industry, post-secondary institutions, and community.

7. Provide a management system for district alternative programs and provide leadership in high school program articulation.

Dr. Hutchins then compared the perceptions regarding CEC's role held by groups in Albuquerque whose opinions were considered relevant. He compiled respondents' opinions and perceptions of whether CEC SHOULD be accomplishing a certain task (ideal state) and whether CEC WAS accomplishing a certain task (present state). His goals were to : (1) identify areas where role consensus existed so that those areas could be supported, (2) identify areas where role conflict and ambiguity

existed, and (3) recommend conflict resolution strategies designed to resolve or mediate the conflicts.

Dr. Hutchins drew the following "implications" from his study:

1. CEC was not accomplishing the roles addressed by the study to the extent that most groups expected.

2. High school teachers and counselors gave frequent neutral ratings. This indicated to Hutchins that communication with schools could be improved.

3. There was much opposition to CEC's Board-mandated role as a management center.

4. Hostility and conflicts "did not appear with high school administrators and counselors except in a few cases".

5. High school teachers and CEC staffs frequently disagreed concerning the extent that CEC should be and was accomplishing several of the roles.

6. The CEC should concentrate on Career Education activities and on communication with and education of others about CEC's activities.

Dr. Hutchins additionally found:

1. Strong agreement that Role 1 SHOULD be accomplished by CEC and less complete agreement that it WAS being successfully accomplished.

2. CEC was either not accomplishing Role 2 to the extent emphasized, or else its accomplishments in this area were unknown.

3. CEC was accomplishing Role 3, but not to the degree it should.

4. While Role 4 was considered to be the most important role for the Center, the groups surveyed did not believe CEC was accomplishing this role to the extent desired. This could be due to lack of familiarity with CEC, especially on the part of high school teachers.

5. The respondents did not feel that CEC was adequately providing enrichment programs for elementary and mid school students but the role was not of prime importance to most groups (CEC and Board of Education members excepted).

6. All groups felt that CEC was providing liaison and communication, but again, not to the extent desired.

7. Groups perceived that CEC was not adequately accomplishing the role of providing a management system, but the role is not of prime importance. Many groups did not see this as an appropriate role for CEC.

COMMENTS

Dr. Hutchins' study provides some valuable information for the current evaluation. First, it clearly points to problems of role definition. In this regard, it is interesting that Dr. Hutchins was unable to use specific roles and goals of CEC for his research. This was because specifically stated goals and role expectations, which would form the basis for an evaluation, do not exist in readily accessible written form. To compensate for this lack, Dr. Hutchins used a national jury to derive goals for "a" career enrichment center. However, these nationally-identified goals may or may not have been priorities to the Albuquerque Public Schools Career Enrichment Center.

Hutchins' purpose was not evaluation, per se. He was attempting to clarify CEC's role in APS by relating it to similar career eduation programs across the country. He did not address the question, however, of what the APS center was originally designed by the Albuquerque Board of Education to accomplish. Thus, although the roles which he has identified MAY be relevant to the Career Enrichment Center, they cannot be the basis of an evaluation unless it can be established that these specific roles were and are Board of Education and Career Enrichment Center expectations.

The significance of this limitation is illustrated by Dr. Hutchins' consideration of the problematic role number seven, the management system role. On the basis of his study, he recommends that this goal be dropped as inappropriate. On the basis of the present evaluative study, it will be recommended that this goal be clarified and that it assume a more central role in CEC's program. This would enable CEC to carry out the Board mandate and to resolve other thorny issues.

Dr. Hutchins points out some crucial needs, which are directly related to the present evaluation: the need for clearer role definition as a career education program, the need for an improved system of program articulation with the high schools, the need for improved community liaison, and the need to examine curriculum development. Many of his recommendations are appropriate and, if implemented, could lead to program improvement. Hence, some recommendations will be restated in modified terms and reemphasized in the present report. Please see Appendix 3 for list of Hutchins' recommendations.

CHAMBER OF COMMERCE STUDY

The Chamber of Commerce Education Committee studied several important aspects of the Career Enrichment Center and submitted a report to the Board of Education in May, 1978. The report provides useful information regarding: the effectiveness of individual courses and programs; the efficacy of career education as embodied at CEC; the adequacy of publicity regarding CEC; the adequacy of services to schools and community groups; the existence of community liaison programs; the offering of special programs and services; and the adequacy of transportation arrangements.

The Chamber of Commerce Study drew the following conclusions, based upon responses by both current (579) and former (177) CEC students; parents (131); Board of Education members (1); superintendents (4); area superintendents (2); high school directors (2); principals (4); assistant principals (15); counselors (43); and teachers (75).

Findings of the Chamber of Commerce study are as follows:

1. CEC courses and programs were well-planned and congruent with CEC's goals, as determined by evaluation committee members' review of the Curriculum Development Plan handbook.

2. With very minor reservations, the committee felt that student performance objectives for individual courses were realistic and attainable.

3. Courses were found to provide students with identifiable job entry skills. The committee felt that increased placement in related job situations would be desirable.

4. Courses provided students with career-enriching skills for future educational and career plans.

5. Courses effectively complemented education/career opportunities for students, especially through demonstration/lecture activity, hands-on activities, field trips, and work study programs.

6. There was a need for improved career counseling in the regular high schools and a need for more integrating of career education into the regular high school curriculum.

7. There was a need for additional publicity and support for the CEC in the high schools and more access to high school students on the part of CEC personnel (presumably for the purpose of recruiting).

8. CEC provided sufficient service to schools and community groups in the district. These included: Guidance Information System,

Planetarium, students taking courses at CEC, middle-school gifted program, tours, and other programs.

9. CEC did have an effective liaison program with community services.

10. CEC did offer special programs and courses (for example: planetarium, physicians lecture series; GIS, etc.).

11. There was a need to improve transportation arrangements.

After noting the overwhelming support of CEC voiced by CEC students and their parents, the committee made the following recommendations:

1. Improvement of student transportation.
2. Improvement of publicity about CEC.
3. Increased emphasis on career education courses in the high schools.
4. Reaffirmation and clarification by the Board of Education and the administration on purpose and objectives of CEC and district career education programs.

5. A yearly survey of high school programs to determine curriculum priorities.

6. Expanded role for CEC in coordination of district vocational and work study programs.

7. Prearrangement of CEC (counselor) visitations to high school classes.

8. District administration support of the CEC.

On August 15, 1978 Mr. Billy Fickel, who was then District Director of Secondary Education, wrote a reaction to the report. In this reaction, he addressed the eight recommendations that had been made.

1. Transportation - Mr. Fickel cited significant improvement in the transportation schedule.

2. Publicity - Mr. Fickel agreed that information was not reaching schools sufficiently. However, he made no specific recommendations at the time to improve the situation.

3. Career education counseling - Mr. Fickel cited the counselor workshops which had been held, and recommended expanded counselor use of the Guidance Information System.

4. Reaffirmation and clarification by the Board of Education and the administration - Mr. Fickel felt that this was "invisible."

5. Yearly district survey of high school programs - Mr. Fickel said this was an ongoing process.

6. Expand the role of CEC in coordinating district vocational and work study programs - Mr. Fickel agreed that CEC should expand its role in this area.

7. Prearrangement of visitation times with high schools - Mr. Fickel agreed that this should occur.

8. CEC should receive administrative support - Mr. Fickel agreed that this is crucial.

COMMENTS

This report yields much valuable information. The study is especially useful in validating CEC's success as a career enriching academic program. The reported level of parent and student satisfaction is remarkably high. This high level of satisfaction is confirmed in the present study also. The success- in the view of the evaluation committee was the result of well-planned courses, provision of job entry skills, infusion of career education into the classes, and use of varied and appropriate instructional techniques. Again, these findings are consistent with findings in the present study.

The conclusions concerning CEC's relations with the high schools, the community and the APS administration do not seem to be as thoroughly supported by the data gathered. No comprehensive attempt was made to examine articulation and communication with the high schools as a two-way process. No comprehensive examination of CEC's relationship with the community, business, TVI, and UNM was attempted. Also, the committee did not examine CEC's position in the overall structure of APS. In some cases the committee did not clearly define what constitutes an "effective program", especially in the realm of community outreach, in which CEC, as will be noted in the current report, has made significant yet limited progress.

The section on logistical questions does provide some helpful information. It appears that some recommendations were acted upon. The situation has improved, according to current data. Many of the recommendations continue to be appropriate. One, the need for career education programs in the high schools, is still highly relevant. The present study will restate appropriate recommendations and provide further data to support them.

While there is some significant overlap between the Chamber of Commerce study and the present one, there are significant differences. Primary among them is the difference between overall intents. The Chamber of Commerce study was primarily an evaluation of CEC's academic program, which included a close examination of

individual course content. Some conclusions were drawn concerning articulation and communication, logistics, and role definition. However, these conclusions were not and could not have been, given the intent of the Chamber's study, as thoroughly supported as in the present study.

The present study focusses on the delivery of services to the district. While the overall quality of academic and other programs is highly relevant, detailed course evaluations are outside its scope. The present study has, instead, focussed on such areas as role definition, curriculum development as an overall process, articulation with high schools and the community, logistical factors, school climate and special services. This study will go into considerable depth in these areas. Conclusions will be based on significant samples of teachers and administrators as well as students and parents. In this way, this study will provide a comprehensive view of how CEC is currently functioning as an important component of the Albuquerque Public Schools.

OCCUPATIONAL DEPARTMENT STUDY OF CEC

In August, 1980, the District Occupational Advisory Committee submitted a report to the School Board entitled "Delivery Systems for Expanded Occupational Education in the Albuquerque Public Schools". While the main thrust of the report was occupational education, it contained evaluative information and recommendations concerning the Career Enrichment Center. The data collected has more recently (December,1982) been used as one of the bases for a draft recommendation on the moving of one-of-a-kind occupational programs to the CEC, as well as other proposed changes. Since the proposal has generated considerable attention and because it brings to light important issues about the role of career education and the CEC in APS,it is important to review the report in some detail.

The purpose of the report was to assess comprehensively the needs for occupational education in APS and to suggest the most effective means of meeting the projected needs. It is outside the scope of the present review to comment comprehensively on all of the recommendations and conclusions in the study. However, the report generates some serious issues about the CEC. In addressing these issues, the intent is to clarify important issues rather than to take a partisan stand.

The report defines occupational education as "...specialized education which is organized to prepare the learner for entrance into a particular occupation, a family of occupations or to upgrade employed workers." . It accomplishes this by "...providing those experiences which will enable them (students) to develop the competencies needed to qualify for such employment." The emphasis in this definition is placed on the specialized nature of occupational education, as contrasted with the exploratory nature of the practical arts curriculum and the general undifferentiated nature of the high school core curriculum. Career education is defined as "...a program for any student which provides learning experiences about the world in which we live with a special focus on the world of work."

While the definition of occupational education is sound, the definition of career education is inadequate and incomplete. It does not specifically address itself to the inter-relationships between general education, career education, college preparatory education, and occupational education. It also does not attempt to define the key word "work" which has a special and significant meaning in career education.

Kenneth Hoyt, former director of the U.S. Office of Education and a strong advocate of career education, has defined career education as "all of those activities and experiences through which one learns about and prepares oneself for work". "Work" is defined as "conscious effort, other than activities whose primary purpose is either coping

or relaxation, aimed at producing benefits for oneself and/or oneself and others." This definition covers "the world of paid employment. It also applies to the work of the full-time homemaker, the volunteer worker, work performed as part of one's leisure time, and the work of the student as a learner."

Career education, then, is an entirely different concept from occupational education. It includes such elements as self-awareness, occupational exploration and training, academic preparation for college, the exploration of productive hobbies and interests, the mastery of decision-making and coping strategies and skills, and developing the ability to deal with change throughout life. It is a broad philosophy that should be integrated into all components of education, not a specific program of its own.

This points up the chief weakness of the Occupational Study regarding the Career Enrichment Center. Based on a limited definition of career education and of the original role of the Career Enrichment Center in APS, the author has made recommendations and allegations regarding the CEC that are not compatible with the original purpose of CEC as defined by the School Board. The School Board, as outlined in the program history section of this report, had defined CEC's program as a composite of academic, vocational, and avocational programs.

This limitation is made clear when the author deals specifically with recommendations on the Career Enrichment Center. He states "The CEC was originally planned to offer courses that were not available in the local high schools. It had two major components; one was career or vocational preparation for employment and the second was an enrichment function for programs not offered in the local high schools." This statement is misleading. The CEC from the beginning had only one function: to provide career education opportunities for APS students. This one function is truly protean, however: it must include the offering of a comprehensive set of programs and services, not strictly occupational education.

This misconception permeates the author's consideration of individual CEC programs. Without looking at the rationales for programs in the proper context, he virtually dismisses any that do not fit into the occupational framework. He suggests the elimination of: foreign language because of duplication of service; aerospace because it does not provide a pilot's license (it was never intended to provide one); and beauty culture (if it cannot be transformed into an occupational course) because it is exploratory. He also suggests the re-orientation of the science program to support the (occupational) nursing program. It is important to point out that he does this without a true evaluation of these courses and programs in terms of the CEC philosophy and on the basis of their own merits.

Another problem with the report must be addressed. The author cites a general negativity toward CEC in the district and resulting communication problems. This estimate was, and is, only partially valid as will be established in the Articulation section of this report. But he distorts data in at least one case to support the view of a negative attitude toward CEC. He states "The data presented in the educator section clearly indicated that of all the available options for expansion of occupational education, the CEC expansion option was rated the least desirable alternative."

He indicates that this reflects a lack of support of CEC. There may be lack of support, but the questionnaire item posed to respondents does not address the issue directly. The actual question asked of respondents was: "If such an expansion (of technical-vocational programs) were to take place, which options do you think would be the most appropriate...?" Option B was the "expansion of a centrally located facility such as the Career Enrichment Center". This question was not an evaluative question regarding CEC. It concerned the issue of centralization, not CEC's program appeal and effectiveness. The report also refers to negative opinions in the Chamber of Commerce study regarding CEC but does not mention the overwhelmingly positive responses of students and parents. In addition, the author refers to "returning the CEC to its original mission". Nowhere does he demonstrate a clear understanding of what the mission was, nor does he refer to School Board policy.

This type of incomplete or one-sided reporting runs through this report's consideration of the CEC. It takes problems out of the proper context as challenges to be solved and transforms them into one-sided attacks on the CEC. Thus, although there are some valid perceptions, the distortion is such that these perceptions cannot be used constructively for program improvement.

The report concludes with four recommendations.

1. "A planning document should be prepared immediately, by the CEC administrators and staff, under the supervision of the Vocational Director, in reply to a recent evaluation by the State Department of Vocational Education concerning CEC programs."

COMMENT: CEC programs were never "evaluated" by the Department. They were reviewed to see which ones could be vocationally certified. Naturally, most of them could not be, since they were not vocational programs at all. CEC does currently have four vocationally certified programs: Building Trades; Electronics; Nursing (LPN); and Word Processing.

2. "By the fall of 1981 several one-of-a-kind programs should be moved from the local high schools for implementation at the CEC to

provide equal opportunity for all students to take advantage of these programs."

COMMENT: A move like this could strengthen CEC, if it is properly planned. There are other possibilities for expansion as well. In the original policy statement, CEC was envisioned to offer satellite programs away from the Center. Later in this report this expansion option will be addressed.

3. "Programs-including word processing, personal grooming, science, electronics, and computer technology-should be expanded and modified as occupational programs related to manpower requirements and industry standards."

COMMENT: There is some disagreement whether computer technology and electronics could or should become occupational. Some maintain that firms prefer to train their own operators. Thorough consideration and study of the options needs to be made. The science, beauty culture, aerospace education, and foreign language programs were never designed to be occupational. These programs possess individual rationales.

4. "Student enrollment goals should be determined for each high school in relation to individual high school population, and principals should provide additional opportunities for students and parents to be made aware of the CEC and its programs in line with announced APS policy."

COMMENT: The need to improve communication and support in the high schools will be addressed in the current evaluation.

In summary, although the occupational study may have value for a consideration of occupational programs, it is one-sided, misleading and incomplete in its consideration of the CEC. It points up the need for a thorough and fair evaluation of the CEC in the proper context.

CAREER ENRICHMENT CENTER

PROGRAM HISTORY AND DESCRIPTION

CEC PROGRAM DESCRIPTION

The Career Enrichment Center is a career education program which students from all Albuquerque high schools attend on a voluntary basis. The main purposes of the program were specified by the Board of Education in a 1974 position paper. According to the Board statement, the Center:

1. Provides "additional educational opportunities for 11th, 12th, and post-graduate students on an optional basis. Courses are designed for those students who have specialized needs and interests, and who are highly motivated. These interests could be academic, vocational, or avocational."

2. Provides "those courses that individual high schools cannot offer because of the need for very special facilities, special teaching abilities and skills which are limited in supply, or because the demand in the individual school is insufficient to justify the class."

3. Provides instruction "in two and three hour blocks of time to enable students to attend their home high school on a half-day basis for required courses. Transportation will be provided as needed. Neither inter-scholastic events nor social activities will be provided."

4."Some courses and programs will be offered in a center and some in satellite stations which may be on or off school sites."

5."The Center will be operated on an extended day and on a year-round basis.It will provide coordination and liaison with technical training institutions, business and vocational training schools, the universities, employers and other cooperating agencies."

6. "As a management center for enrichment opportunities it will coordinate the operation of all satellite stations as well as many of the existing alternative programs, such as summer school, night school, alternative high school and most work study programs."

The Career Enrichment Center was designed to be a program consisting of many components. As well as a school offering career-enriching courses and programs, it is a management center for enrichment opportunities and satellite stations; a focus for liaison with businesses, community, and universities; and a coordination center for many of the alternative programs in the district. In addition, the program offers many special services to the district, including a planetarium; the Guidance Information System (computerized occupational, college, technical school, financial aid, and military information); media services; and various enrichment programs.

The Center was envisioned to offer classes primarily for juniors and seniors. Although this is generally the case, significant numbers of sophomores and even a few freshmen are also served. Some components, the planetarium and the mid school summer program for talented students, are designed primarily for elementary and middle school students.

Enrollment into the program is on a voluntary basis, although there are general participation guidelines, such as good attendance and strong motivation. In addition, some courses and programs do have reasonable prerequisites. The capacity of the CEC is estimated to be 1200 students. This represents an enrollment of 300 students per session and a four session day (excluding zero hour, which has a limited number of courses.

Sessions are at the following times:

0 Hour	-	7:30 a.m.	- 8:20 a.m.	M-F
Session 1	-	8:30 a.m.	- 11:00 a.m.	M-F
Session 2	-	11:50 a.m.	- 1:40 p.m.	M-F
Session 3	-	2:30 p.m.	- 5:00 p.m.	M-F
Session 4	-	5:50 p.m.	- 8:10 p.m.	M-Th

Transportation to an from the APS high schools is offered for all sessions. Thus, the Career Enrichment Center offers courses in two to twoand-a-half hour blocks on an extended day basis. Students receive credits according to the session in which they enroll. Attempts are made to coordinate schedules with the 10 high schools.

STAFFING

The Career Enrichment Center is staffed as follows:

One Director
One Assistant Principal
30 full-time certified classroom teachers
4 half-time certified classroom teachers
2 full-time counselors
2 full-time media specialists
3 secretarial, clerical, or teacher aides
2 campus aides
1 attendance clerk
1 registrar
2 administrative secretaries

The facility is located in central Albuquerque near Albuquerque High School. In addition to classrooms, it includes a media center, a planetarium, administrative offices and multi-purpose conference rooms.

PROGRAM HISTORY - CAREER ENRICHMENT CENTER

In September of 1975, the Career Enrichment Center (CEC) opened. Why was the CEC founded? What was its purpose? Who would it serve? How would it relate to APS' existing educational program? Answers to these questions reveal that CEC was intended to be a revolutionary program which was to catalyze the redirection of secondary education in Albuquerque.

To understand the Career Enrichment Center, one must be familiar with the career education philosophy and the relation between this philosophy and other major trends in contemporary American education. For it was this philosophy that the Board of Education adopted in 1972, in conformity with a major national career education movement. The adoption of this philosophy was not intended to exclude other educational components of APS programs. Rather, career education was intended to be an infusion into all subjects at all grade levels. In many ways this career education effort culminated in the founding of the Career Enrichment Center, which was designed to be the heart of career education in Albuquerque.

THE CAREER EDUCATION PHILOSOPHY

American education was, until the early 20th century, totally dominated by remnants of the Western liberal arts tradition that had begun in the Renaissance. Originally consisting of such disciplines as English, mathematics, science, music, and history, the liberal arts curriculum in the 19th century was expanded to also include social sciences such as psychology, sociology, and anthropology. The core of this curriculum has traditionally been the desire to develop the whole person, who is able to cope with ideas and effectively meet the challenges of life, both personal and professional.

For many years, the liberal arts education culminating in a college or graduate degree has held a strangle-hold on the most prestigious professions in society: business, law, medicine, and education. This institutionalization of one particular curriculum has only in the 20th century been seriously challenged.

The first major challenge to the monopoly of liberal education came from what would now be called occupational education. As new types of students filtered into public education, schools found that they had to adapt. One of the progressive steps was the addition of vocational education programs, which embodied training for specific, non-professional jobs.

The heart of vocational education was, and is still, specialized education for entry into a specific occupation, generally not requiring college, but often requiring post-high school training.

Vocational education has a potentially crucial role in contemporary society. The U.S. Department of Labor has established that about 80% of all jobs in the near future will not require college, but may require vocational or technical training. The field of occupational education is thus broad and rapidly expanding.

The career education concept was first formulated in the late 1960's and early 1970's by Sidney Marland, then Commissioner of the U.S. Office of Education. Looking at education in America, Marland saw evidence of an unfulfilled promise. He saw an educational system which was oriented to a small minority of the nation's students, the college bound, and which provided second class opportunities for the rest.

There were some vocational programs, but they were often second rate. Vocational education had not been allowed to fulfill its promise: students who were not going to college were tracked into often inadequate programs that were not truly occupational preparation, or they were merely tracked out of the system. In both cases, they received little of value. Moreover, even college bound students were not being served adequately. They were being shuttled from elementary school to junior high school to high school to college to graduate or professional school. All too rarely were they encouraged to envision the ultimate goal of their extended schooling.

Career education is an attempt to provide some direction and coherence to contemporary American education. Arising from a disenchantment with education and society that reached crisis proportions in the late 1960's, career education sought to enrich both school and society by fostering an intimate relationship between the world of school and the world of work. Career education was thus defined as: "An effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living." Work is defined as "conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

Career education is an attempt to see education in a new light: as preparation for work in the broadest sense. It is a philosophy, not a curriculum. As a philosophy, it has a role to play in all subjects: to enrich, but not to conquer new territory.

To illustrate: career education concepts can enrich a subject like English by showing how writing, appreciation of literature, and critical thinking relate to the totality of a student's life. English in turn enriches career education by teaching skills and abilities which are applicable to every student's life. And when a teacher attempts to merge a career education philosophy with a discipline like English, the results are mutually reinforcing.

To be effective, career education must be thoroughly integrated into all levels of education from kindergarten through college and graduate school. It must seek to overcome arbitrary distinctions between the world of school and the world of work, and must build bridges whenever possible. It must be a truly cooperative effort involving students, parents, all teachers, government, business, industry, and civic organizations. All efforts in career education must be marshalled to promote the inter-relationship of education and society.

In the early 1970's career education was an exciting new philosophy that was literally taking the educational community by storm. Sidney Marland was naming career education "the top priority of the USOE" and extolling its benefits wherever people would listen. State departments of education were mandating its implementation. Scholars were busily at work defining and refining the concept. Federal money and support were flowing freely. Chambers of Commerce were discussing the concept and working with schools to try to implement it. Vocational educators were exclaiming their support.

In Albuquerque, too, career education was taking hold. Following the national effort to initiate career education programs in the early 1970's, key members of the business and educational community in Albuquerque became deeply involved in career education. Joseph Zanetti, the chairman of the Education Committee of the Chamber of Commerce, had attended a program which featured Dr. Marland as a keynote speaker. Upon his return, he made a report to the Chamber of Commerce members, which stimulated their interest. The Education Committee authorized the expenditure of funds for a closer examination of how career education might be implemented in Albuquerque.

At about the same time (1971), efforts were being made in the school system to implement career education. Dr. Mildred Fitzpatrick of Albuquerque Public Schools, initiated talks between the business community, the Chamber of Commerce, and APS to draw up a position paper on career education. In January, 1972, such a position paper was presented to the board. This paper defined career education as a blending of vocational education, general education, and college preparatory education into an expanded curriculum for all students. The Board's policy on career education also included a policy mandate that a Career Enrichment Center be developed for Albuquerque.

Interest in the enrichment center concept had been stimulated through a visit by educators and community leaders to the Skyline Center, a lavish career enrichment magnet school in Dallas. Thus, seeds were planted in the educational and business community for the establishment of a magnet center with a focus on career education.

Meanwhile, the career education concept was gathering momentum. In early 1973, a Director of Career Education was appointed by the District. And in May of the same year, Elmo Shelton was loaned from

Mountain Bell to APS to examine career education needs and priorities.

In a 1973 conference the United States Chamber of Commerce had outlined 14 career clusters which classified all jobs in the United States. Elmo Shelton established 14 corresponding local career cluster advisory boards whose purpose was to "examine, study and formulate action suggestions which could possibly become recommendations for instructional program changes. Each advisory Board was comprised of individuals from Business, Labor and Industry, and consisted of 10-21 members, appropriately selected from a specific career field."

Each advisory board was to take eleven career concepts that had been articulated at the U.S. Chamber of Commerce conference, study the "desirability, practicality, and limitations of each concept", and report back to a review committee.

One of the concepts that the committee considered and endorsed was that of the career enrichment center concept that had already been included in the School Board position paper. These centers would provide "specialized career-oriented programs which cannot economically be duplicated in every high school." In addition, "such Centers can equip students with both marketable skills and preparation for further education/training,... such centers (would) serve as management points for other career education programs at satellite locations..."

With the basic concepts of career education and a career enrichment center endorsed by the Board, it was time for the APS administration to turn policy into reality. Many questions remained to be answered: how many centers would there be? What would the center(s) offer? Where would it-they be located? How would it-they be staffed?

The question of facilities was a difficult issue. The original dream was to build three magnet centers, one for each area of APS. These centers would offer comprehensive curricula including all or most of the 14 career clusters listed by the U.S. Chamber of Commerce. Unfortunately, at this time, schools were being closed and money was tight. Political difficulties interfered with some plans to convert schools to magnet centers. Bond money was available from the 1973 bond issue, but it was enough for the building of one center only. As a result of these limitations, it was decided that construction would occur in two phases: Phase I (which corresponds to the present state of CEC's development), and Phase II (expansion of facilities to accommodate more programs). Phase II never occurred.

To develop the initial curriculum, much input was utilized. APS' Occupational Department and Instructional Division extensively studied the high school curriculum to determine what additional courses could

profitably be offered. Data on manpower needs was gathered from the Employment Security Commission. The resulting priorities were to: 1. Fill voids in the high school curriculum by offering courses that could not be offered in regular programs because of facilities or staff shortages, 2. Relate curriculum to Albuquerque manpower needs, and 3. Operate within realistic cost constraints.

It was eventually determined that the following curricula needed special emphasis at the enrichment center: computer education, advanced science, electronics, beauty culture, foreign languages, word processing, data processing, court reporting, and aerospace education.

With issues involving facilities and curriculum resolved, construction, staff recruitment, and program development progressed. The Career Enrichment Center, which had first been mandated in December, 1974, opened in August, 1975.

Figure 4

CAREER CLUSTER OCCUPATIONS

1. Business and Office
2. Health
3. Transportation
4. Public Services
5. Advanced Sciences and Math
6. Hospitality
7. Manufacturing, Marketing and Distribution
8. Construction
9. Fine Arts and Humanities
10. Communications and Media
11. Consumer and Homemaking Related
12. Agri-Business and Natural Resources and Environmental Control
13. Personal Services
14. Recreation

Source: U.S. Chamber of Commerce, as quoted in Magnet Clusters Advisory Committee Report

GOAL I

TO ASSESS THE EXTENT TO WHICH CEC'S INSTITUTIONAL ROLE AND IDENTITY HAVE BEEN DEFINED IN THEORY AND ADHERED TO IN PRACTICE.

I. CEC'S ROLE

INTRODUCTION

A basic conflict exists at the heart of CEC's role definition. This conflict has existed from the time the Board of Education first enunciated the policy which led to the founding of CEC. It has since plagued CEC's efforts to define and effectively carry out its role. Consequently, before the specific evaluation questions under CEC's institutional role and identity can be addressed, this conflict must be pointed out and resolved, at least in theory. Hopefully, steps will then be taken to resolve the conflict in practice as well.

When the Board of Education first defined the role of the Career Enrichment Center- in the 1974 position paper- it envisioned a program of remarkably broad scope. The original specifications for CEC have been summarized as follows:

1. To provide optional educational opportunities for highly motivated 11th, 12th, and post-graduate students.

2. To design courses in academic, vocational or avocational areas for students with specialized needs and interests. Specialized needs and interests are those defined as those requiring special facilities, special teaching abilities and skills which are limited in supply; and as those for which the demand in individual schools is insufficient to justify offering the course.

3. To provide instruction in two to three hour time blocks during and after school hours on a year-round basis.

4. To arrange transportation as needed to and from the Center and "satellite stations" which may be located on or off school sites.

5. To serve as a liaison and provide coordination with technical training institutions, business and vocational training schools, universities, employers and cooperating agencies.

6. To serve as a management center for enrichment opportunities (in APS) by coordinating the operation of all satellite stations as well as many of the existing alternative programs such as summer school, evening school, alternative high school and most work-study programs.

Dr. Carolyn Wood, Associate Professor of Educational Administration at the University of New Mexico, has analyzed these goal statements in terms of their supposed function as the basis for a program with a clear identity. She has determined that statements one through four are relatively clear and realistic with one exception: the definition of "highly motivated students". She has determined that Goals five and

six are "somewhat ambiguous in terms of clarity, realism and operationalization." She points to the difficulties in interpreting and carrying out the liaison and management functions attributed to the Career Enrichment Center, based on these statements.

Hutchins, in his study of CEC's goals (see literature review) also pointed to the difficulties in CEC's definition as a management center for alternative programs. He went so far as to suggest that that goal should be dropped as a priority.

The significance of these facts can hardly be exaggerrated. CEC was originally intended to be the local embodiment of the career education philosophy, as was established in the section of this report on program history. It was intended to re-direct the priorities of education in Albuquerque to a greater emphasis on preparation and orientation toward work.

What has happened in the School Board statement? CEC's role as an isolated educational facility with a potential curriculum has been clearly defined. However, the Board statement as regards CEC's role as the heart and soul of career education in Albuquerque is hopelessly muddled and vague. In fact, this position paper gives no indication whatsoever that the CEC is even intended to be a career education program. It appears to be a collection of courses with a few innovative features and special programs (primarily technical and vocational, by implication, as Dr. Wood points out).

What type of program did the School Board have in mind? It takes research and reading between the lines to answer this question, but the answer is clear once it is brought to light.

Recall that the report of the Magnet Clusters Advisory Council, which had originally outlined a possible career education program, had recommended to the School Board that an enrichment center be founded. It did not go into detail about the exact nature of the program, but it did specify one crucial point. The Career Enrichment Center was to be a management center for CAREER EDUCATION alternatives. These would include such opportunities as: work experience, job placement, student shadowing, career fairs at the schools, guest speakers, special seminars, and inservice on career education. Furthermore, this would be largely accomplished through what would become statement five: through serving as a liaison and providing coordination between schools and relevant community resources.

Combining this knowledge with other concepts that were circulating when CEC was first founded, one can derive the following ideal picture of CEC. The Career Enrichment Center was originally envisioned to be a model program that would embody the career education philosophy. It would be an innovative program that would break down some of the barriers between the world of schooling and the world of work. It

would become an integrative force in curriculum development through its combining of academic, vocational and avocational courses. And it would catalyze the refocusing of education in Albuquerque along the lines of the previously explicated career education philosophy.

Largely because of the vagueness of the Board statement, CEC's roles as a center for career education have been amputated. This amputation has cut out the heart of what could have been a vital, comprehensive career education program involving all schools in the district and relating these schools to the community and the world of work. CEC has become what one would have predicted, given this amputation: an isolated program that is almost totally identified with a specific building, specific curriculum, and specific staff. The fact, pointed out in the Chamber of Commerce Evaluation Report and reaffirmed in this report, that CEC has realized much of the remaining potential does not console the perceptive observer for the loss to the District or to CEC.

This background goes a long way toward explaining the origin of many of the significant problems that need to be addressed in order to return CEC to its original mission as a vital career education center that can capture the imagination and support of the community, the schools, and most important, the students.

Many of the evaluations and recommendations that will run through all sections of this report- role definition, curriculum development, communication and articulation, logistics, and special services- will relate directly back to this original theme. Following the recommendations in this report would enable CEC to become an integrated program with a visible and supported philosophy, career education.

The weakness of career education and the Career Enrichment Center is reflected in the following facts:

1. There is a lack of identification between CEC and career education.

2. There is lack of teacher understanding and involvement in career education.

3. There is no full-time director of career education in APS.

4. With the exception of inservice sponsored by the Career Guidance Institute (a Chamber of Commerce program), there is no career education inservice in APS.

Every program or academic discipline in APS has influence in the institutional power configuration: occupational education has its staff and supporters; each major academic area has a curriculum and a

curriculum coordinator with designated responsibilities; special programs such as bilingual education have staffs and budgets.

Where is the support structure that is reflective of career education? The position of director of career education is a nominal one only, since the director is also the principal of CEC and does not have sufficient time to devote significant effort to career education. In addition, career education (appropriately) does not have a curriculum. It rather seeks to infuse a philosophy throughout all courses from industrial arts to English.

The lack of a specific curriculum would be a strength if there were sufficient advocacy in the district for career education. The reality is quite contrary. The director of career education has no staff other than a busy CEC staff to support the idea. More important, charged with the importunate day-to-day responsibility of administering the CEC, he does not have time for sufficient career education efforts in the district as a whole.

Until recently, in fact, the Career Enrichment Center was totally isolated from both of the institutional bases of power in APS: the Central Office and the Area Offices. For the last two school years, however, CEC has been part of the South Area. This has certainly been an improvement, as it has allowed CEC to gather support from the Area Superintendent and his staff and to communicate regularly with other South Area principals.

However, this arrangement creates a serious limitation of its own. CEC is nominally, at least, a district-wide program. Its classes are open to students from all ten high schools and it must coordinate its programs with all of them. If it is identified with the South Area and cut off from the other areas, it loses part of its identity as a district program, as a magnet school, and as a career education program. It becomes involved in the organizational structure which it was originally designed to partially refocus.

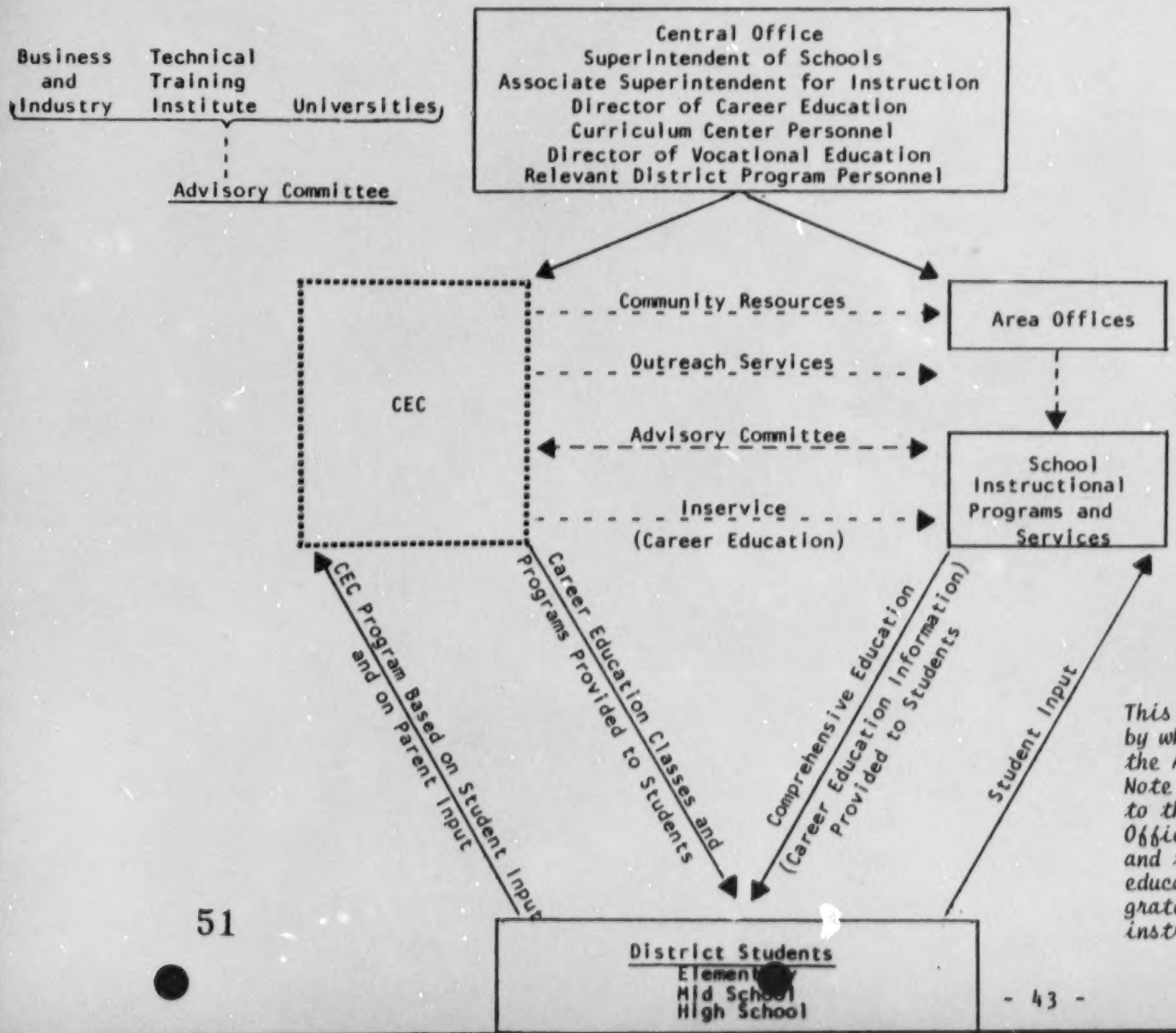
Given CEC's identity and mission, it seems appropriate that it be again defined as a district program with a career education identity. Utilizing this identity and some effort to build appropriate institutional support, it could more efficiently carry out its district role. Figure 5, p. 43, proposes a CEC support structure.

The solution to the lack of institutional support systems for CEC lies also along another path than merely issuing more publicity. CEC has already publicized its program extensively, but this has not visibly affected its isolation in the district.

To achieve support, CEC must begin to define its role in terms of concrete visible actions, as well as theoretical (career education-oriented) statements. It must gain support based on alliances of

Figure 5

A THEORETICAL MODEL DEFINING PROPOSED CEC INSTITUTIONAL SUPPORT SYSTEM



This chart summarizes the method by which CEC could be tied into the APS institutional structure. Note that CEC would be connected to the community, to Central Office, to schools, to students, and to parents. The career education philosophy is integrated into the district instructional program.

mutual interest, as is necessary in any essentially political relationship.

One other major issue has had a detrimental effect on the role definition of the Career Enrichment Center: the confusion in the district between career education and occupational education. The need to resolve this issue is pressing.

When career education was first heralded in the late 60's and early 70's, advocates had to define its relationship to academic and occupational education. They initially did this in a manner which has caused long-range problems and resentments. The generally accepted view in the first years of career education was that it was a component of all academic areas and should be infused into them. The relationship to vocational education was originally defined in a different manner, however. Vocational education was viewed by the U.S.Office of Education as a component of career education. This concept was taken up by vocational educators including the AVA and the New Mexico Vocational Education Department. Some vocational educators must have felt that their territory was being invaded.

In 1977,Dr. Ken Hoyt, one of the seminal thinkers in career education, reversed the original thrust by emphasizing that career education and vocational education were entirely distinct but related entities: "Rather than viewing vocational education as a component of career education (as was done in the beginning) it is now, hopefully, clear that "career education" and "vocational education" represent two obviously needed, but obviously quite different, approaches to meeting the goal of education as preparation for work."

Hoyt further defines the differences as follows:

1. Vocational education is "a body of substantive knowledge designed to provide students with specific vocational skills necessary for entry into the occupational society"; whereas "career education's main thrust is on providing students with skills and attitudes necessary for changing with change in the occupational society including: a) basic academic skills b) decision-making, job-seeking, job-getting, and job-holding skills; and c) good work habits and a personally meaningful set of work values."

2. Vocational (occupational) education is an instructional program; career education is designed to be "threaded" through all instructional programs.

3. Vocational education is concerned with paid employment, whereas career education is concerned with avocational interest as well.

4. Vocational education is taught by vocational educators, whereas career education should be taught by all educators.

5. Vocational education concentrates on specific vocational skills, whereas career education emphasizes the importance of "general career skills" taught in academic subjects (for example, critical thinking, logical reasoning, communication skills).

In recent years with the growth in Albuquerque of occupational education as a priority it seems that many of the attributes that properly belong to career education as defined by Hoyt have been subsumed under the heading of occupational education.

Making the distinction between career and occupational education is crucial, however. Without a clearly defined contrast, both career education and occupational education in Albuquerque will suffer from confusion and mutual resentment.

CONSIDERATION OF THE EVALUATION QUESTIONS- CEC'S ROLE AND INSTITUTIONAL IDENTITY

I.A. TO WHAT EXTENT DOES CEC CLEARLY DEFINE AND CONTINUOUSLY RE-ASSESS ITS PROGRAM GOALS AND OBJECTIVES?

Dr. Carolyn Wood, Associate Professor of Educational Administration at the University of New Mexico, has reviewed CEC's goals and objectives in terms of their clarity and potential as the basis for program development. She has examined: CEC's program descriptions; the original Board of Education statement on the CEC; and a list of specific goals and objectives which have been synthesized by CEC during the Curriculum Development Process (CDP). See Appendix IV.

Dr. Wood found that of the six goal statements, goals 1-4 were relatively clear cut and comprehensible, whereas goals 5 and 6 were ambiguous and potentially misleading. The written statements brought to her mind many questions that were not answerable given the limited information provided in the statements. She cites examples: the statements imply that CEC focusses primarily on technical and vocational training; and the manner in which CEC is supposed to act as a management center is vague.

As Dr. Wood states, this problem could be ameliorated if there were a clear set of objectives which could clarify the goals and "provide a more definitive understanding of the CEC's mission and aims." However, she points out that the Objectives "do not offer a clearer or more operational description of student and/or CEC staff behaviors... many of the 21 stated objectives TEND TO BROADEN THE SCOPE OF THE CEC SO THAT THE PROGRAM OF THIS CENTER BECOMES VIRTUALLY INDISTINGUISHABLE FROM A GENERAL HIGH SCHOOL PROGRAM." (Emphasis mine).

The inadequacy of CEC's goals and objectives as publicized takes on a new significance when we ask ourselves: where can a student, parent, teacher, counselor, or administrator get information to help him/her understand the general nature and purpose of CEC's program? Person-to-person contact is important, of course. And as we shall see, many students do hear about CEC from other students. However, the key problem is that nowhere in all of the literature of CEC are CEC's goals AS A CAREER EDUCATION PROGRAM clearly or definitively spelled out. If one were to rely on public statements, one would have no idea that CEC is anything more than a collection of supplementary courses and programs without apparent rhyme or reason. Unfortunately, as shall be pointed out later in this report, this is the prevalent view of CEC in the district.

An important point requires clarification. The staff at the Career Enrichment Center - administrators, counselors, and teachers, especially - does have a clear sense of their mission as a career education center. This sense of mission is expressed in both theory and practice. For example, when a recent occupational department proposal seemed to threaten the integrity of the CEC as a career education center, the staff responded with a strong, clear, and well-reasoned response that stated in part: "The Career Enrichment Center is the focal point for career education matters in the District". Furthermore, the career education philosophy is embodied in CEC's curriculum theory (as a blending of academic, vocational, and avocational programs) and in its curriculum practice (the infusion of career enriching themes into every class).

Thus, in terms of a conscious identity on the part of the CEC staff, CEC has defined its program goals and objectives extremely well. The sense of purpose and the coherence of the philosophy are apparent.

In terms of communicating this sense of purpose to the schools and the public, more steps need to be taken. CEC must define and publicize its role as a career education program. This must become its prime institutional identity in the view of the district and the community, as well as of the staff.

CEC is not re-assessing its goals and objectives in an organized, on-going fashion. It needs to re-examine goals 5 and 6 of the School Board mandate, in order to better define and operationalize their intent as they relate to the Center's program. This re-examination of basic goals needs to be undertaken with the close cooperation of the district instructional division, area offices, and the high schools.

The program objectives need a total re-assessment and review. Although the CEC instructional staff stated in a questionnaire item that this was currently being done, there is no evidence of a systematic effort. These objectives should be reworked so as to better define and communicate CEC's essential identity as a career education

program. This process should again involve the CEC staff and key parties in central office, the areas, and individual schools. It should result in objectives and publicity that clearly state and embody the CEC's reasons for existence as defined and supported by the district.

I.B. TO WHAT DEGREE IS THERE AN INFORMED CONSENSUS CONCERNING CEC'S ROLE ON THE PART OF CEC'S STAFF AND CLIENT POPULATIONS?

There is a high degree of consensus among the staff of CEC concerning its role. There is very little consensus about CEC's role among students, teachers, parents, counselors, and administrators.

A. CEC Staff

The CEC staff members whom I interviewed generally agreed that: 1. CEC is a career education program. 2. CEC is an extension of the high school programs, rather than an isolated facility. 3. CEC offers a mixture of academic, vocational, and avocational courses and programs. 4. CEC offers one-of-a-kind courses and programs. 5. CEC is, or could be, a center for curriculum innovation (career related) in APS.

All CEC teachers were asked in questionnaires to identify certain statements as either being goals of CEC or not being goals of CEC. CEC teachers, by a large majority, correctly identified as goals: providing job training programs; providing college preparatory classes; assisting students in job placement; offering courses not offered at the high schools; offering courses primarily for juniors and seniors.

The teachers were split (50% "yes" and 50% "no" or "unsure") on the question of giving students the chance to explore a hobby. This is clearly a goal of the CEC, as defined in its literature. Confusion may have arisen due to the substitution of the word hobby for avocational interests. The CEC teachers also showed some confusion regarding "manage career education programs in the high school" (54% yes; 32% no; 14% undecided) This gives additional illustration that the management center function is problematic.

CEC teachers were asked three other questions regarding CEC's role and goals. They were asked if they agreed with the statements: "I understand CEC's role in APS", "I understand CEC's program goals", and "CEC's program goals are appropriate". The agreement was almost unanimous. However, it was significant that of those who agreed, barely more than half agreed strongly. And the fact that there was any disagreement is significant.

Among CEC's staff, there is a general consensus regarding CEC's role. In some significant ways, however, it is not as strong as it could be;

and in some areas (especially regarding CEC as a management center) there is no consensus at all.

B. District Administrators

The district administrators whom I interviewed expressed disparate opinions. Almost all of them saw CEC's enrichment function (the offering of courses that could not be offered in regular high schools) as being primary. A majority also saw CEC's close relationship with career education.

C. High School Staffs

Misunderstandings, confusion, and lack of knowledge were common on the part of high school staffs. At first glance, it might appear that CEC's role is well understood in the schools. Administrators (61%), counselors (67%), and teachers (81%) either agreed or strongly agreed with the statement, "I understand CEC's role in APS". 64% of administrators, 61% of counselors, and 49% of teachers also agreed or strongly agreed that they "understood CEC's program goals".

However, when high school staffs were asked if they wanted additional information clarifying CEC goals, very significant percentages replied, "Yes" (administrators-79%; counselors-55%; teachers-57%). And when asked if they wanted additional information clarifying CEC's role in APS, all groups expressed a strong desire for further information (administrators-79%; counselors-55%; teachers-61%)

How could so many want information regarding CEC's role and program goals if they believed that they understood both?

The answer may lie in the formats of the two questions. When teachers, counselors, and administrators were asked to agree with the "I understand" statements, they were asked to assess their degree of knowledge. It may have been very difficult to admit a knowledge deficiency regarding an important APS program. However, when they were asked if they needed more information, this provided them with a non-threatening way to express a lack of understanding. They could ask for information rather than admit a lack of knowledge which could be, but should not be, viewed as a shortcoming.

The responses to these questions, in this interpretation, reveal two important attitudes: a general attitude that the CEC is significant enough that familiarity with it is important; and a lack of clear understanding of the goals and objectives of CEC.

This pattern becomes even more apparent if one analyzes the results to other questions. There was significant confusion when it came to identifying CEC's goals: high school staffs generally understood CEC's role with regard to job training programs, providing college

preparatory classes, offering courses not offered at the regular high schools, and offering courses primarily for juniors and seniors. However, assisting students in job placement, exploring a hobby, and especially coordinating work study programs at the high schools and managing career education programs at the high schools were not seen as goals by significant majorities of counselors, teachers, and administrators.

This is consistent with the analysis at the beginning of this section which illustrates that the career education functions of the CEC are not adequately perceived. This is particularly and significantly true with respect to the high school staffs. It is clear that high school staffs perceive CEC as an isolated program with an assortment of enriching courses, not as a CAREER enrichment center.

It is highly significant that when CEC teachers were asked if they believed high school teachers, administrators, and counselors understood CEC's role, they responded overwhelmingly that school personnel did not understand. This perception is highly significant, and it will be explored later in this study.

C. Students

Students- CEC graduates, current and former CEC students still in APS, and non-CEC students in APS- also expressed confusion about CEC's role and goals. All groups of students correctly perceived as goals: providing job training progrms, providing college preparatory classes, assisting students in job placement, and giving students the chance to explore a hobby. However, their responses on providing remedial classes were highly mixed, showing virtually no knowledge of the crucial idea that CEC provides advanced classes. Also, all three groups of students did not know that CEC is specifically designed to offer courses for juniors and seniors, primarily. Although this may be because they have known sophomores to take CEC courses, it still represents an important misconception. Taken together, these two response patterns indicate that students are not aware that the CEC is an enrichment center, as opposed to merely a center where miscellaneous courses can be taken.

Although all groups of students expressed understanding of CEC's role and goals, their actual responses illustrate significant misconceptions, especially in regard to CEC's being a specialized, advanced program.

D. Parents

Parents (83.5%) felt that they understood CEC's role and program goals. In general, their perceptions are quite accurate. They were aware that : CEC provides job training programs; does not provide basic classes; provides college preparatory classes; assists students

in job placement; and offers courses not offered at the high schools. They suffered from some common confusions, however, concerning: giving students the opportunity to explore a hobby and offering courses primarily for juniors and seniors. In general, however, they have a good basic idea of the CEC's program.

E. Summary

In summary, although there is some consensus on CEC's role as an institution with a given curriculum, there is little understanding of CEC's role as a career education center on the part of high school staffs. Students were not aware that CEC was an enrichment-oriented program, rather than one with a potpourri of courses. These misconceptions are serious enough to impair the effective operation of the CEC as it was originally designed to function, as the district center for career education.

I.C. TO WHAT EXTENT DO CEC'S CLIENTS PERCEIVE ITS ORIGINAL GOALS AND OBJECTIVES AS STILL APPROPRIATE?

This evaluation question was reflected in high school staff questionnaires, parent questionnaires, and district administrators' interviews. In general, there was a vagueness of response that reflects the previously mentioned problem of inadequate role definition: it is very difficult to assess the present relevance of goals and objectives when these goals and objectives are not clearly defined.

As a reflection of this situation, there were very mixed responses to related questionnaire and interview items, with many "neither agree nor disagree" responses. From the responses given, it is possible to state that CEC's clients feel that CEC's goals, AS THEY SEE THEM, are appropriate. However, since these clients in many cases do not truly understand CEC's role, this perception is of limited value. Its major use is to again point out the need for a clear, comprehensive, and accurate program definition with corresponding publicity and institutional support. This issue will be covered further in the section on articulation and communication.

I.D. TO WHAT EXTENT DO CEC'S CLIENTS AND STAFF BELIEVE THAT CEC HAS ACHIEVED ITS PROGRAM GOALS AND OBJECTIVES?

This evaluation question was measured by items on all of the questionnaires and on three different items in the CEC graduate questionnaire. These items were added to the latter questionnaires because it was felt that with the perspectives from time and experience, the CEC graduates would be able to provide valuable information.

Concerning the perceptions of CEC's success, one trend is striking. All groups of students and the CEC parents overwhelmingly agreed that the Career Enrichment Center is successful. 98% of CEC graduates agreed or strongly agreed; 90% of current and former CEC students still in APS agreed or strongly agreed; 85% of parents agreed or strongly agreed; and even 63% of students who had not even taken a CEC course agreed or strongly agreed (another 23% of this group had no opinion).

This constitutes a significant endorsement of the Career Enrichment Center. This endorsement is further corroborated if one recalls that the Chamber of Commerce found almost universal satisfaction with the CEC among those who had taken courses. It illustrates that although students may not have a clear idea of CEC's purpose, they have no doubts that it has been meeting some important needs. Surely this is a strong statement supporting the excellence and the potential of CEC's program.

This overwhelmingly positive view of CEC's success is not shared by all groups in the school staffs. While administrators (61%) and counselors (85%)felt that CEC is successful, though not as strongly as students, there was considerable polarization among the high school teachers. Only 46% of the teachers agreed or strongly agreed, 22% disagreed or strongly disagreed, while a total of 31% neither agreed nor disagreed. Obviously, classroom teachers' perceptions are incongruent with those of other groups. This is a highly significant fact whose implications are broad in scope and significance. This issue will be addressed further in the section on articulation and communication.

CEC teachers were unanimous in their endorsement of the program. One might say this represents bias. It may also be symbolic of a healthy pride and satisfaction in the program.

When asked to what extent CEC plays an important role in APS, respondents gave basically the same pattern of responses as in the previous question: general and overwhelming agreement from all groups except non-CEC students (58% agreement; 29% neither agreement nor disagreement) and high school teachers (51% agreement).

When asked whether CEC was a valuable supplement to the curriculum at the high schools, all groups of respondents gave similar responses to the previous patterns: CEC students and parents were extremely positive, as were counselors and administrators. High school teachers again gave mixed responses. The responses from these three questions together illustrate a significant pattern: a high degree of success is perceived by all groups except high school teachers, whose responses are mixed.

CEC students who have graduated offer a unique perspective in that they have had a chance to examine their school experiences in the light of real-life experiences. Their responses give strong evidence for the conclusion that CEC helps students make better career-related decisions (72% agreed or strongly agreed). 60% of CEC graduates felt CEC had prepared them for college (31% expressed no definitive opinion; these were students who had not gone to college). Finally, 68% of all CEC graduates felt that CEC had helped prepare them for a job or career. Again, the 28% who responded with a neutral assessment were college students who had possibly not thought much about job preparation in high school.

In summary, CEC is perceived as being a highly successful program, with the significant exception of high school teachers. The degree of satisfaction on the part of CEC parents and students is extremely high.

I.E. TO WHAT EXTENT, AND HOW EFFECTIVELY, DOES CEC INTERFACE WITH THE BUSINESS AND EDUCATIONAL COMMUNITY ON MATTERS OF MUTUAL CONCERN?

As previously stated, it was impossible to survey members of the educational (UNM,TVI) and business community. Answers to this question are therefore based on an examination of CEC's program components dealing with community outreach functions and upon interviews with CEC advisory committee members, as well as the CEC administration and department heads.

CEC does considerable liaison work with the University of New Mexico and TVI. In both instances, classes and special programs have been set up for the benefit of students. Examples include: Introduction to Engineering and the Summer Science Research Assistantship program (see special services section of this report). These joint programs have been well received by students, parents, and by the institutions involved.

David Magruder, CEC coordinator for community liaison, is a member of the TVI advisory board and the UNM-school liaison committee. This allows him to have input and information regarding these institutions.

The Career Enrichment Center has an advisory committee composed of community representatives (Fig. 6,p. 53). Based on an examination of minutes from advisory committee meetings, they can be described as a supportive and potentially influential group that could be: 1. An advocate for career education and CEC. 2. A means by which community and educational institutions could exchange insights, opinions, and concerns with CEC and APS.

Each department at CEC is also required to have an advisory board. The departmental board's functions are to provide advice, support, and

Figure 6

CAREER ENRICHMENT CENTER
807 Mountain Road, N.E.

CAREER ENRICHMENT CENTER (CHAMBER OF COMMERCE) ADVISORY COUNCIL MEMBERSHIP 1982-83

NAME
Hartman, Betty Mae (Chairman)
Cano, Gilbert
Diehm, Tow
Hunt, Neil
Pogna, Millie
Salazar, Lorella
Shelton, Coleen
Willis, Hank
Zanetti, Joe

input concerning the curriculum as it relates to career opportunities.

Until recently, the CEC advisory board was dormant for two to three years. The reason ostensibly was the lack of issues or concerns that required their consultation. Fortunately, the board has been recently re-activated. According to the Director of CEC, this was done mainly in order to support CEC's integrity as a career education center.

The departmental advisory boards vary in their effectiveness. Some (for example, the word processing board), have been very helpful in communicating business and community needs to the CEC program. Many of the advisory boards are dormant at this time, however.

The advisory boards are a potentially unlimited source of community support and advice. If they were working effectively, they could be the means of a true link between CEC (and APS) and the business, industry, labor, and government community. The importance of such advisory committees in career education has been repeatedly stressed by Hoyt. Under no circumstances should they be allowed to lapse.

The degree of potential support from the community is significant. The Chamber of Commerce, in particular, is vitally interested in career education. Its support has contributed to the success of the Career Guidance Institute in some schools. Looking over some of the early advisory board minutes, I found repeated expressions of support and commitment.

In summary, there is a solid foundation for exchange of information and support with educational institutions and the community. Some productive programs and committees have been created. But, on the whole, this is an area that could benefit greatly from dramatic expansion.

I.F. HOW DOES CEC DEFINE ITS TARGET STUDENT POPULATION AND HOW APPROPRIATE IS THIS DEFINITION?

CEC defines its target student population extremely broadly. According to a general consensus of CEC's staff, CEC is for any motivated student who sincerely wants to expand his/her educational opportunities. CEC as a whole is emphatically not for an elite (although some courses and programs do attract only high-achieving students). This is illustrated by the Figure 7, page 55.

According to information collected in surveys, the grade averages of CEC graduates and current and former students are remarkably similar to those of the non-CEC students.

FIGURE 7
GRADE POINT AVERAGES (SELF-REPORTED)
(Rounded Off to Nearest Percentage Point)

	CEC GRADUATES	CURRENT & FORMER CEC STU.	NON CEC STU.
3.5 & Over	24%	20%	25%
3.0 - 3.4	32%	26%	25%
2.0 - 2.9	36%	36%	43%
1.9 or Below	1%	17%	5%
Don't Know	7%	5%	17%

Two patterns are immediately apparent: 1. The overall similarity of the grade point averages, and 2. The significant concentration of extremely high (3.5 and above) GPA's in the two groups of CEC students. The percentage of students in the middle range from 2.0 to 3.4 is extremely similar: 68% for CEC graduates; 62% for CEC students still in APS; and 68% for students who have not taken a CEC course.

The conclusion is clear and probably surprising to many. Although a larger percentage of CEC students falls into the high GPA group, overall there is very little difference between CEC and non-CEC students.

In questionnaire responses, 63% of the CEC and 57% of the non-CEC students recognized the diversity of the CEC student body. Administrators, counselors, and high school teachers had the misconception that CEC is for academically talented students. 64% of administrators, 70% of counselors, and 65% of teachers felt this way.This misconception should be clarified. It is essential that staffs in the high schools become aware that CEC has courses for all types of students.

In terms of plans following graduation, CEC students are again a diverse group.

FIGURE 8

	CEC Grad.	CEC Non-Grad.	Non-CEC Student
Working	33%	16%	16%
College	51%	47%	45%
Vocat. School	10%	23%	17%
Military	1%	7%	11%
Other	3%	2%	4%
Don't Know; No Response	2%	5%	7%

In terms of grade level, as one would expect, current and former CEC students are significantly older than non-CEC students. This is true because: 1. Sampling procedures for current and former CEC students still in APS took into account students for the last three years; and 2. CEC is designed primarily for juniors and seniors.

The reason that CEC students still in APS took CEC courses are equally diverse. The largest response was interest in a course, 91%. This is followed by: preparing for a specific job/career, 83%; career exploration- 73%; college preparation-69%; and making up credits for graduation-33%. For CEC graduates, interest in the course was again the most significant reason (94%), again followed by: job preparation (89%); career exploration (82%); college preparation (76%); and making up credits (22%).

These results will support and reassure anyone who believes in career education as a method of ensuring students' preparation for life after high school. CEC is drawing students who want to relate their schooling to the rest of their lives. The interest in career exploration and preparation confirms the justification for seeing CEC as a broadly defined career education program.

GOAL II

TO EXAMINE CEC'S CURRICULUM AND CURRICULUM DEVELOPMENT PROCESS IN TERMS OF THEIR RESPONSIVENESS TO COMMUNITY, HIGH SCHOOL, AND STUDENT NEEDS.

CEC'S CURRICULUM DEVELOPMENT PROCESS

INTRODUCTION

With respect to curriculum development, CEC plays a unique role in the Albuquerque Public Schools. Traditional high schools have a standard general curriculum with some individual special characteristics. CEC, as a magnet career enrichment center, by definition exists to meet specialized needs of students. These specialized needs are reflected in a unique curriculum that may appeal to a smaller number of students. In the Career Enrichment Center, therefore, enrollment guidelines and criteria which apply to a traditional high school may not apply.

Thus, by implication, it may be advisable for the CEC to retain a course that meets a crucial district need even if the course has a small enrollment. Such a policy is implicit for an enrichment center that exists to meet specialized needs. Furthermore, although this policy has never been stated, it seems to be the accepted policy toward CEC in the district.

What are the criteria for success against which we may measure CEC's curriculum? Student enrollment is certainly one important criterion. In order to be successful, a magnet school must attract students. Does this mean that popularity should be the only criterion? Most educators would probably agree that the question of intrinsic value is relevant: some courses should be taught because they are an important component of a complete education. If enrollment is low in such an important course, the logical procedure would be to attempt to build up enrollment, not to delete the course.

Such difficult questions are central in the evaluation of CEC's curriculum. Some of CEC's courses-especially foreign language and science-were originally designed to meet intrinsic educational needs of district students which could not be met in individual high schools. It was felt that such courses were so important that the district had an implied mandate to offer them.

CEC's curriculum is also unique in that it embodies the career education philosophy. CEC includes not just vocational or avocational or academic courses, but a mixture of all three. One course may be designed to provide entry-level job skills. Another might exist to provide career exploration opportunities. And a third course might be college preparatory. All are appropriate in the context of career education. Their admixture in one unified context, preparation for work, is one of the chief strengths of the career education philosophy.

Important questions arise. Literally thousands of courses could be defined as academic, vocational, or avocational. How did the Career

Enrichment Center decide which courses to originally offer? What criteria does it use in the ongoing assessment of the academic program? How effective is this assessment process? Does it lead to a curriculum that is responsive to student needs? These questions are the foci of the curriculum development section of this evaluation.

CONSIDERATION OF THE EVALUATION QUESTIONS

II.A. WHAT IS THE OVERALL CURRICULUM DEVELOPMENT PROCESS AND HOW RESPONSIVE IS IT TO STUDENT NEEDS?

According to the administrators and teachers interviewed at CEC, department chairpersons, working with the CEC administration, are the key curriculum developers from within CEC. These chairpersons assess existing courses and develop plans for new ones as needs dictate. During this assessment process, they take a wide variety of factors into consideration, according to their responses on surveys. These include: students' interests and needs; enrollments in courses; whether high schools offer the course; whether the course teaches a marketable job skill; college entrance requirements; the utility of the course for the student; opinions of APS Central Office administrators, Area administrators, and school staffs; and opinions of students and parents. This is an informal process: according to administration and department heads at CEC, there is no formal assessment procedure.

Once a new course proposal is developed, it must be approved by 1. The CEC administration. 2. Central Office Curriculum Coordinators (for foreign language, math, or science courses) or Occupational Department Coordinators (for industrial arts, business, or home economics courses). 3. The Associate Superintendent for Instruction, who makes the final decision. According to the CEC administration, the entire process is lengthy, usually requiring two years from the inception of a course to its implementation.

The Occupational Department, under the occupational education director, also initiates curriculum for CEC. Under the supervision of the Associate Superintendent for Instruction, the Occupational Department is responsible for the occupational curriculum at CEC. Its initiative was largely responsible for the moving of some one-of-a-kind occupational programs (nursing, building trades) to CEC.

The process for curriculum development, then, is via the normal channels of approval. As has been already been established, the core high school curriculum has been clearly defined in theory and practice over the years. Consisting of many interwoven threads, it aims to provide students with the basic skills that society values. The Career Enrichment Center has no such established base curriculum. It is a supplementary program whose curriculum could potentially be defined in

countless ways. Therefore,at CEC, curriculum innovation to ensure responsiveness is a pre-requisite to viability. Without a continuously responsive curriculum, CEC would be unable to draw a student body.

In the actual working of CEC's curriculum development process, severe time constraints predominate. Department chairpersons with full teaching loads have little time during the day for curriculum development. And the fact that the high schools need to have CEC's course descriptions for the following year by late fall leaves no time during the year. Under these circumstances, it is not surprising that there are few changes in CEC's curriculum.

These time constraints, and perhaps other factors as well, have led to a curriculum development process that is not based on systematic, thorough, periodic, and formal re-assessment of curriculum based on student needs and program design. Rather, the system is based mainly on preserving the existing curriculum.

This is not meant to imply that CEC's curriculum is necessarily outdated or inappropriate. CEC courses may be the best possible course offerings for APS students. The problem is that due to lack of systematic reevaluation, it cannot adequately be judged whether this is true.

When CEC was first envisioned as a career-oriented enrichment center, the question of appropriate course offerings was bound to arise. The philosophy of career education stated that a curriculum should be relevant to the needs of its students.

As was stated in the program history section, the original CEC courses were based on needs surveys by the APS instructional division and the New Mexico Employment Security Commission. The original programs were: advanced science, advanced foreign language, word processing, data processing, computer science, beauty culture, electronics, and aerospace education.

Also, CEC was originally designed to be developed over two stages. The first stage, which was the only one completed, was intended to meet immediate program needs in the above-mentioned critical curricular areas. The later stages were intended to cover all 14 of the career cluster areas.

The present CEC curriculum is still largely based on that first phase of program development. A few occupational programs - building trades, licensed practical nursing - have been developed, and there have been minor changes in some departments. On the whole, however, the curriculum has remained very constant since CEC opened. The expansion that was originally envisioned has never taken place. CEC, when compared with the initial ambitious design, is more of a skeleton

program than a comprehensive career education program. (See Appendix VI for courses offered since CEC opened.)

The following courses and programs are offered at CEC in the 1982-3 school year.

Business Education: Court Reporting, Word Processing, Data Processing, and Computer Technology Aide.

Foreign Language: Russian, Advanced Spanish, Spanish for Health Careers, Practical French, and Lively Latin. Advanced German and Italian were scheduled to be offered, but enrollments were insufficient.

Home Economics: Beauty Culture (year-long or semester courses) and Cosmetology Supply Manager.

Industrial Arts: Electronics I, Digital Electronics, Building Trades I and II, and Special Education Building Trades.

Science: Field Botany/Genetics I; Advanced Genetics; Microbiology; Epidemiology; Basic Physics; Advanced Topics in Physics; Geology; Astronomy; Human Animal; CEC/UNM Chemistry.

Aerospace Education: Aerospace Education and Aviation Pilot.

Mathematics: Advanced Math/Fortran; Scientific Programming; Individualized Programming Problems; CEC Mini-Computers.

Nursing: A two year program that leads to the LPN license.

Of the 32 courses offered in 1982-83, 25 were offered the first year of CEC's operation (see appendix). Conversely, of those 25 courses offered in the first year, 20 are still being offered at CEC. Some courses (e.g., Japanese, military careers, nursing) have been added, dropped, or modified over the years. The overall picture, though, is of a relatively static curriculum.

One of the most common comments of district administrators and CEC staff was that CEC should be a model of curricular innovation for the sake of excellence. To accomplish this goal, it is imperative that CEC take more initiative in curriculum development and that this initiative be supported at the district and school levels.

Support for the contention that CEC's curriculum needs expansion or modification can be seen in the responses by students to survey questions. One of the major roadblocks to such modification may be discerned in the responses by high school staffs.

Non-CEC students were asked why they had not taken a CEC course. Of this group, a full 12% said that lack of interest in any CEC course was a strong reason. Another 22% stated that lack of interest in any course was a moderately strong reason. Altogether, then, 34% of the non-CEC students believed with at least moderate intensity that the CEC curriculum was not meeting their needs. This is not necessarily a criticism. After all, CEC's curriculum was originally designed to meet specialized needs. However, the fact that one-third of the district's students could not find a CEC course that interested them should at least raise questions about responsiveness.

Further confirmation is derived from another set of questions posed to students. Students were asked to rate the emphasis that the Career Enrichment Center should place on various programs and subject areas. Although the results are somewhat limited due to students' lack of familiarity with CEC's philosophy and goals (See Section I), the responses of students suggest the need for a much broader definition of CEC's curriculum.

All groups of students surveyed - non-CEC students, current and former students still in APS, and CEC graduates - gave strong support to the broadening of CEC's curriculum. Significantly, so did the CEC parents surveyed.

Specifically, students and parents agreed that CEC should place a high or medium emphasis on the following programs already at CEC: business, computer education, industrial arts, home economics (non-CEC students were divided), mathematics, modern and classical languages, science, and vocational education.

The really noteworthy finding is that the same groups also desired a high or medium emphasis on courses that are not presently offered at CEC, but which are certainly consistent with CEC's original purpose: providing wide-ranging career education programs. Courses in which students and parents expressed high or medium interest were: English, fine arts, social studies, and work study programs. This is highly significant in that students and parents are expressing an interest that is not being satisfied by present offerings. This is a provocative finding, which indicates the need for further efforts to ascertain specific student needs.

The picture is entirely different when it comes to the opinions of high school staffs. In general, administrators, teachers, and counselors did not perceive the need for CEC to enter new curriculum fields. Thus, they agreed that CEC should emphasize business, computer education, industrial arts, mathematics, foreign language, and science. In home economics, there was considerable difference of opinion, but a majority favored "low" or "no" emphasis. For fine arts, there was general consensus against increased emphasis. Responses to social studies revealed a consensus that "low" or "no" emphasis was

appropriate. In English, opinions were mixed: administrators were divided; with counselors "low" and "no" emphasis predominated; and high school teachers were divided with a slight edge to "low" or "no" emphasis responses.

Thus, high school staffs do not appear to favor expansion of CEC into new curriculum areas. This issue will be addressed more fully in the section of this report on articulation and communication.

One possible example of a responsive curriculum development process based on student needs is provided by the CEC science department's efforts. The science department chairperson, Imogene Russell, along with Betty Skupaka, Associate Superintendent for Instruction, and Mary Ann Esquibel, District Curriculum Coordinator of Science, has initiated a curriculum development process that could serve as a model for CEC curriculum development in general.

Based on research, Imogene Russell has compiled a list of careers with promise for the future. Then, after researching the best high school programs for students pursuing those careers, she has (with the cooperation of high school science teachers) visited high school classes. In these visitations she has sought, in keeping with the career education philosophy, to educate students concerning the relationship between their actual or hypothetical school programs and their future careers. She plans to follow up with a needs assessment that will help the CEC science department and high school science departments determine course and program needs.

These efforts are significant because: 1. The process recognizes the need for development and change in curriculum. 2. Courses would be based on student needs. 3. Students are being educated so that they can more fully understand their course needs. 4. An attempt is being made to relate academic training to the rest of students' present and future lives. 5. Key central office, area office, and high school staff members have been involved in the curriculum development process.

These elements are the basis for an effective curriculum development process at CEC. Such a process could lead to an increasingly responsive curriculum, recognition and acceptance of CEC's role in the district as a career education diffusion center, increased enrollment in CEC and high school science courses, and increased enrollment in other curricular fields.

In summary, CEC as an overall institution does not presently have a formal, systematic curriculum development process whereby it can relate its curriculum to student needs. The last true needs assessment was completed before CEC opened. CEC's curriculum has remained almost static over the years, although the need for re-assessment has been indicated by low enrollments in some courses and potential demand for

subjects not presently taught at CEC. One model for such a process is provided by efforts of the CEC science department to initiate a more systematic curriculum development process. The initiation of a more systematic process should be one of CEC's foremost priorities.

II.B WHAT ARE THE ENROLLMENT PATTERNS IN THE VARIOUS COURSES AND PROGRAMS AND WHAT IMPLICATIONS DO THESE PATTERNS HAVE FOR CURRICULUM?

In the school year 1982-3, for the first time, students were able to indicate preference for CEC classes at the same time that they registered or pre-registered for their home school classes. CEC registration forms were designed so as to fit the existing format and were distributed by counselors at the same time that the counselors conducted home school registration or pre-registration. No longer did students have to make a special trip to the counseling office or see the CEC counselor in order to sign up for a CEC course.

After students indicated their preference for CEC classes, the results were tabulated by Data Services. The report that was sent to CEC indicated the total number of students who had signed up for various courses by session. The CEC administration was then able to use these figures to plan facilities and decide whether a course would be offered. Students were notified by letter of their enrollment into a particular class.

The complexity of this process can only be understood if one remembers that CEC students are not a "captive" population. Rather, they are a highly motivated group of students who are willing to face inconvenience in order to take a course.

It is not surprising, given the sacrifices involved, that students frequently decide not to take a course after they have signed up for it. When this happens in a regular high school, students merely take a different course, and thus leave a space in the original class for another student. When it happens at CEC, a space also opens up. Unfortunately, it is much more difficult to fill that space because those students who would have been interested have already decided to take other courses. The end result is that CEC loses significant numbers of students. Even the vigorous efforts of CEC counselors to advertise the openings cannot compensate for the number of students lost.

When looking at student enrollment patterns, then, it is essential to consider three dimensions: the number of students who originally registered for a course; the number of students who actually took the course; and the maximum capacity of the course.

The figures by department for semester 2, 1982-3 follow. For a detailed enrollment breakdown by year, individual course, and session, please see Appendix VI.

FIGURE 8 , CEC PROGRAM CAPACITY AND ENROLLMENT, 1982-3.

PROGRAMS WHERE STUDENT DEMAND EXCEEDS CAPACITY

Department Title	Requests	Actual Enrollment	Capacity
Beauty Culture	402	150	160
Computer Science	397	245	264
Word Processing	123	97	100
Building Trades	46	28	30

PROGRAMS WITH EQUIVALENT DEMAND AND CAPACITY

Department Title	Requests	Actual Enrollment	Capacity
Electronics	73	48	72
Nursing	86	53	66

PROGRAMS WHERE CAPACITY EXCEEDS DEMAND

Department Title	Requests	Actual Enrollment	Capacity
Aerospace Education	68	55	96
Foreign Language	110	72	140
Science	170	99	192

The low enrollment patterns in some CEC courses are a source of controversy. Some school personnel believe that programs with low enrollments (e.g., science, foreign language) should be cut back so that district resources could be utilized in a more effective fashion. A contrary argument is that some programs are of such significance that the district should offer them despite low enrollments because they serve an important need.

Up to the present, no one has tried to ascertain the significance of low enrollments. This seriously weakens CEC's ability to identify the factors that may be involved or to formulate a plan for remedial action. Without data on why students are not taking CEC courses with low enrollments, no corrective action can be taken.

The issue is clarified if one recalls that some CEC programs - computer science, beauty culture, word processing, for example - are drawing students. Since some CEC programs are thriving, the problem must not be merely lack of student familiarity with CEC. The actual reasons for these low enrollments will be discussed in section II.C.

Thus, the implications of low enrollments for curriculum are not as clear as they first might seem. In spite of low enrollments, it would

be difficult to argue that advanced foreign language and science are not relevant to high school students' and society's needs. The national and international significance of these disciplines have been reiterated by Presidential commissions and task force reports. In fact, foreign language and science were originally included in CEC's curriculum to meet these crucial needs in Albuquerque.

If we assume that science and foreign language are too important to delete from CEC's curriculum, resolution of the issue lies along two convergent paths: an increased emphasis on systematic curriculum development on the part of CEC and the education of students to recognize the importance of science and foreign language.

The efforts of Imogene Russell, CEC science department chairperson, to communicate the significance of science, have already been reviewed in another context. This type of career education effort involving district schools as well as parents, business, and industry, can encourage students to make better career decisions and help CEC reach its optimal enrollment. It would also reinforce the efforts of APS to provide education which is meaningful for the individual and society.

II.C. WHAT FACTORS INFLUENCE ENROLLMENT IN THE VARIOUS COURSES AND PROGRAMS?

Although it is impossible to answer this question with respect to individual courses, a general picture does emerge from the data.

As was previously pointed out in the section on CEC's target student population, students take CEC courses for a wide variety of reasons. The reasons, in descending order, are: interest in the course; to prepare for a specific job or career; career exploration; college preparation; and earning credits for graduation. Students take those CEC courses which according to their perception are consistent with these priorities.

Foreign language is not widely perceived as being important for career development. This is patently false, but it is a significant misconception. The result is that there is no reliable clientele for languages in high schools and college and there is little emphasis in the educational system and in the society in general. Under these circumstances, it is very difficult to even attract students' attention. Some signs of change are apparent: the University of New Mexico, for example, is requiring foreign language under one of its alternative admissions plans. It is possible, therefore, that enrollment in foreign language programs in general will improve. If this does occur, CEC will also be a beneficiary, as students' interest in languages will be stimulated in regular high school programs.

In science, the determining factors are more difficult to discern. As with foreign languages, students may not be aware of the relationship

between science programs and career opportunities. In addition, perhaps the advanced and specialized nature of the CEC science courses discourages student enrollment. The basic sciences (physics, biology, and chemistry) are offered in abundance in the high schools. It is highly likely that not many students have the time or inclination to go beyond these basic courses. It is possible that CEC, in its very efforts to offer specialized courses, is offering science courses that large numbers of students are not eligible to take and are not interested in taking. In addition in some cases (physics, microbiology), there is an apparent duplication of course offerings between CEC and the high schools. This would certainly discourage student enrollment at CEC.

The reasons for high enrollments in computer education, beauty culture, building trades, nursing, and electronics are not difficult to ascertain. Again, keeping in mind the reasons why students took CEC courses, we find that all of these courses are directly, specifically, and obviously related to these factors: interest (each course has a strong potential client population); career preparation (each course has clear career implications); and career exploration (each course can be used to explore rather than necessarily enter a career).

II.D. TO WHAT EXTENT ARE COURSES AND PROGRAMS DEFINED IN TERMS OF THEIR FUNCTION AND UTILITY?

The answer to this question is based upon interviews with CEC department chairpersons and administrators. In the case of each department, the extent to which CEC administrators and instructional leaders based their courses and programs at least upon a perception of utility for the student is impressive. Unfortunately, however, little attempt has been made to assess the program utility as compared with other potential course offerings through needs assessment, or to gather systematic student and community input regarding program priorities.

Following is a summary of the rationales for various courses and programs.

AEROSPACE EDUCATION:

Aerospace education was one of the original courses developed at the CEC on the basis of the APS and Employment Security Division needs assessment. It was felt that such a course would relate to community needs because: 1. There are a large number of government aviation-related facilities, including Kirtland Air Force Base and Sandia Labs, most significantly. 2. There is significant interest in aviation in Albuquerque, as reflected by the number of local flight schools.

Aerospace Education is a two semester course. The first semester is introductory and the second is more specialized. The course performs a

wide variety of functions: 1. A "graduating" student can qualify with an aerospace-related agency, at the instructor's recommendation, to take a written entry examination. 2. A "graduating" student has undergone basic instruction in ground school and has all the knowledge pre-requisite to accruing flight hours for the license. 3. A student receives general information on aviation careers, aviation history, and metereology. 4. A student receives the chance to explore a potential interest in aviation without investing large amounts of money or time.

The aerospace education thus provides pre-vocational, entry-level vocational, and avocational opportunities. Contrary to the Occupational Report, it was never designed to provide a pilot's license. This would be unrealistic for a school program because of the number of flying hours required. The course does give interested students some actual flying time on an optional basis.

BUSINESS EDUCATION (WORD PROCESSING):

Word processing was one of the original programs at CEC, based on the needs assessment. Developed in conjunction with the occupational division, it is vocationally certified. Upon completion, students receive a certificate of proficiency and are potentially employable. In addition, there are personal and academic development components. In personal development units, students learn about cooperation, following instructions, and self-worth. In terms of academic development, students learn skills in English; spelling; punctuation; vocabulary; and word processing concepts and equipment.

BUSINESS EDUCATION (DATA PROCESSING):

The data processing program provides basic entry level skills and career exploration. The program is not vocationally certified primarily because of the number of hours required for such certification. A graduate of the program can be eligible for computer technician training. CEC could provide this training, but the advisory board maintains that most companies would rather do their own training.

BUSINESS EDUCATION (COURT REPORTING):

Court Reporting is an exploratory course. It gives students the chance to determine whether they might want to go to court reporter school and pursue court reporting as a career.

FOREIGN LANGUAGE:

Foreign language was one of CEC's original programs. It originated because of the need for advanced foreign language training, which many high schools could not offer. The basic rationale of the program is

the intrinsic value of foreign language. Foreign language leads to broadening of horizons, inter-cultural understanding, academic preparation, and job preparation. Much publicity and support have been mounting for the increased emphasis on languages in school. In the context of a crucial need for foreign language study, CEC aims to fill a significant gap in APS high schools' curricula.

HOME ECONOMICS (BEAUTY CULTURE):

Beauty culture was one of CEC's original programs. It serves students in three major ways, by providing general educational and personal development, pre-vocational exploration, and pre-vocational preparation (for beauty school). In terms of personal development, it trains students in good grooming and manners, while attempting to raise students' pride and self-esteem. In terms of pre-vocational exploration, it gives students the chance to explore a potential vocation without investing excessive time and money. And in terms of pre-vocational preparation, it helps prepare students for beauty school. Beauty schools are presently considering an arrangement by which CEC graduates would receive credit for some of the hours required for the license.

It is not possible to receive a license upon finishing this program, because too many hours are required. In the present class sixty-six out of one hundred and fifty students did plan to continue training in beauty school.

INDUSTRIAL ARTS (ELECTRONICS I AND DIGITAL ELECTRONICS):

Although the electronics program at CEC was also one of the original programs, its nature and function have changed significantly over the years. From a non-specialized, general education course, it has evolved into an electronics specialty. This trend will continue, as appliance repair will probably be dropped altogether due to lack of interest.

CEC electronics courses are college or vocational school preparatory. Although it is a vocationally certified program, the instructor does not see the prime purpose as being entry-level training. One reason for this is that electronics plants generally train their own technicians at the entry level. Anything beyond that requires some type of advanced training- college or possibly an Associate Degree with many certifiable hours in addition. Students who take this program have a head start in college and sometimes can test out of requirements at vocational schools.

INDUSTRIAL ARTS (BUILDING TRADES):

The Building Trades program was originally a two-of-a-kind program at Rio Grande and West Mesa High Schools. It was moved to CEC in order to

provide equal access to all APS students. The program is vocationally certified, and graduates are eligible to enter journeyman training.

COMPUTER SCIENCE:

Since 99% of computer jobs beyond the technician level require an A.A. or a B.A. degree, the CEC computer science program is primarily college preparatory and exploratory. Students who enter this program usually go to college. However, a student can go to TVI for two years to become a computer operator. And some students who do not plan to continue their training in this field become generally familiar with a technology that is becoming increasingly significant in everyday life.

SCIENCE:

Science was one of the original CEC programs based on community needs and voids in the high schools' programs. The original courses offered were Field Botany/Genetics, Advanced Genetics, Microbiology, Epidemiology, Physics, and Human Animal. Astronomy and Geology were added later.

Courses were developed from the recommendations of a science advisory committee and surveys of university and other scientific personnel. The surveys sought to identify the programs that should be offered in order to better prepare students for scientific careers. The science department chairperson then devised a program based on the responses, and the advisory council approved the resulting program.

Some courses were related to careers that showed promise, for example health science careers. Other courses were designed to fill voids in the basic science curricula at the high schools. The science program is primarily college preparatory and career exploratory.

LICENSED PRACTICAL NURSING PROGRAM:

The nursing program was originally a general health careers program at West Mesa and Rio Grande High Schools. It had been related to occupational programs in health. At the initiative of the occupational department, the programs were moved to CEC and redesigned as programs that would provide students with an LPN (licensed practical nurse) license upon graduation from high school and the program.

The program is vocationally certified and also approved by the State Board of Nursing. It provides students with vocational entry skills and gives them training that can prepare them for college, medical school, and Registered Nurse training. In the class of 1983, fifteen of the nineteen students planned to go to college.

As is evident from this survey, CEC courses are impressively defined in terms of their utility to students. According to survey responses, the CEC staff is highly aware of this dimension of the instructional program and has done careful planning to ensure this close relationship. Again, the major shortcoming is the lack of ongoing assessment. Without such a process, CEC is highly vulnerable to the accusation that CEC courses are not meeting the actual - as opposed to the theoretical - needs of students. Without further data, CEC has no way of establishing what "actual" needs are, or of defending the credibility of its curriculum.

GOAL III

TO EVALUATE THE EFFECTIVENESS OF CEC'S COMMUNICATION WITH THE DISTRICT'S HIGH SCHOOLS

ARTICULATION AND COMMUNICATION - CEC AND THE HIGH SCHOOLS

INTRODUCTION

Since the Career Enrichment Center is defined by School Board policy as a supplement to the regular high school program rather than as a self-contained diploma-granting institution, the need for communication and articulation with the high schools is paramount. Articulation and communication ultimately involve all aspects of CEC's operation, from role definition to curriculum development, logistical considerations, and special services. The operation of each CEC program component directly affects relations with the high schools, and relations with the high schools in turn directly affect all aspects of the Career Enrichment Center.

According to district administrators and the CEC administration, when the Career Enrichment Center first opened, its role in APS was not widely publicized in the high schools. The program originated with the School Board; administrators and the community were involved in orientation meetings. However, very little orientation and preparation were undertaken with the instructional staffs at the high schools. Career education efforts in APS also never reached the high school in full force. As career education efforts began to be directed toward the secondary level, district interest and support began to wane. However, as Kenneth Hoyt points out, a career education program cannot be successful without the support of high school teaching staffs.

The result was unfortunate. In the first few years, there was lack of understanding concerning CEC on the part of school staffs and classroom teachers, in particular. This is borne out by observations of the CEC staff and by teacher responses in the Chamber of Commerce study.

According to the CEC administration, CEC's initial response was to be non-aggressive, and to concentrate on providing service to high schools. This was envisioned as a way to survive. As CEC was fighting for its survival, however, it was not able to communicate its mission, career education, to the schools, or to develop significant support based on mutual self-interest. Ironically, by the very act of accommodating itself to the schools, the Career Enrichment Center was unwittingly undermining efforts to establish itself as a key catalyst for career education and as a viable program that could aid school staffs in career education efforts.

It is important to recall that CEC was designed to be a career education diffusion center that would offer classes at its present location and at satellite centers and also provide district coordination of career education efforts. As CEC retrenched, it was by definition unable to carry out these roles. It identified itself with one facility and one curriculum, rather than as the spearhead of a

cooperative career education effort. And instead of creating institutional arrangements with the schools, advisory committees, for example, analogous to its community contacts, it sought accommodation. Rather than cooperation based on discussing and solving significant problems, mutual misunderstandings between CEC and the schools arose, based on lack of a perceived common interest.

The situation has improved significantly from the early years, as is illustrated by survey and interview data. Some significant steps have been taken by CEC, by high school staffs, and by the central office. However, the basic problem - the lack of an institutionalized means of communication and articulation vis-a-vis the schools - is still unresolved.

THE COMMUNICATION SYSTEM-PRESENT OPERATION

CEC presently makes significant efforts at delivering information to the high schools. Examination of advisory committee minutes and school improvement team minutes illustrates that information delivery is a constant priority on the part of CEC. CEC counselors spend a large percentage of their time working with high school staffs. They deliver information, answer questions, solicit school reactions to CEC programs, and generally act as public relations representatives. They play a crucial role in the entire communication process.

Their efforts are supplemented through publications delivered to the schools. These include three to four newsletters per year sent to principals and counselors at high schools and mid schools (as well as to CEC students, CEC advisory committee members, and central office administrators); course offering brochures, bus schedules, and information concerning new course offerings. At present CEC is developing descriptive brochures on every department that can be placed in high school counseling centers. They are also developing a plan whereby CEC teachers would make descriptive audio tapes that could be checked out by students.

In addition, CEC courses are now listed in every high school course catalogue under the appropriate department. Until the past few years CEC courses were not listed in high school course catalogues at all. Next they were listed, but usually at the end of the course catalogue in a separate section. The vast improvement in communication can be estimated by noting that according to the present survey, the school course catalogue follows "other students" as the primary means of students' learning about CEC.

CEC administrators have, in the last two years, begun to attend area principals' meetings and the meetings for high school assistant principals for curriculum. These meetings provide a much-needed forum for the exchange of ideas and information as well as for problem-solving.

CEC department chairpersons make some efforts at communication with the high schools, but these efforts are severely restricted by time constraints and lack of regular contact. In some cases, the CEC department chairpersons meet with corresponding high school personnel. Still, a district-wide effort that is integrated with the district administrative structure is lacking.

It is significant that almost none of these efforts, even the delivery of newsletters, reach the classroom teacher, who according to Hoyt is the key to career education. It is also significant that most of the efforts at communication are unilateral. And they are isolated in that they do not effectively utilize the existing power and communication structures at the schools. For example, no effort has been made to work closely with school improvement teams, certainly a key potential resource in each high school.

It is essential to recall this institutional isolation as we consider the nature and effectiveness of communication and articulation between CEC and the high schools.

III.A. IN WHAT WAYS AND HOW EFFECTIVELY IS CURRICULUM COORDINATED WITH THE HIGH SCHOOLS?

There is a serious lack of joint curriculum planning between CEC and the high schools on a consistent basis. In general, schools plan their curricula without much apparent regard for CEC course offerings and CEC develops courses without systematic consultation (though not without consideration) with the high schools.

High school administrators, counselors, and teachers were asked in questionnaires if they considered CEC course offerings when deciding whether or not to offer a course. CEC teachers were asked the same question regarding high school staffs. The responses among high school staffs were mixed. 45% of the high school administrators, 28% of the high school counselors, and 27% of the high school teachers agreed or strongly agreed that high schools do consider CEC course offerings. Only one teacher at CEC, however, agreed or strongly agreed that high school staffs do consider CEC offerings. Sixty-four per cent of the CEC teachers disagreed or strongly disagreed.

It is apparent that the CEC staff sees a serious lack of cooperation in curriculum planning. High school staffs, especially administrators, are not as cognizant of the problem, but there is still a general awareness that cooperative planning is lacking. The reason for this discrepancy in perceptions is obvious. If a problem or conflict arises, it is always CEC that suffers. This is true because if two equivalent courses are offered, students will almost always choose the one at the home school, for obvious reasons.

Therefore, the fact that majorities of high school staffs did not see much cooperation in this area and that the CEC staff overwhelminly saw little cooperation is eloquent testimony to the overall lack of coordination.

Major misunderstandings in curriculum coordination also become apparent when we examine high school staffs' perceptions of cooperation from CEC. High school staffs generally felt that CEC did not consider their course offerings or else did not know whether CEC did or did not consider them. Only 27% of administrators, 28% of counselors, and 11% of teachers felt that CEC considered their course offerings. A large percentage in each group (30% administrators; 51% counselors; 53% teachers) neither agreed nor disagreed. However, 93% of CEC teachers said that CEC did take high school course offerings into consideration when developing curriculum.

The conclusion is striking. High school staffs and CEC staffs both maintain that they do consider the curricula of their counterparts when developing their own classes. Both groups also believe that the other party does not consider their curriculum in course planning. This is a prescription for misunderstanding.

Misunderstandings are often focussed on the issue of perceived or actual duplication of courses. The issue of duplication is a complex and divisive one. By School Board policy, the Career Enrichment Center is designed to offer courses that cannot be offered at the regular high schools.

Implementation of this policy creates significant difficulties. First, if three high schools offer a course viewed as important and seven do not, there is clearly a curriculum void in the district as a whole which CEC should fill. In the three high schools, however, CEC's offering the course might be viewed as competition.

Second, CEC and high school courses with similar or identical titles may not be equivalent. For example, Electronics I at CEC, according to the instructor, is emphatically more college preparatory than regular high school courses, although an examination of high school and CEC course descriptions does not indicate such a distinction. Furthermore, John Tondl, CEC electronics instructor, has asserted that: 1. There are errors and discrepancies in the district's curriculum guide for electronics, and 2. The content of electronics courses in the high schools, as described in the curriculum guide, could not be covered in courses with the length and scope of regular high school courses.

Such an issue cannot and should not be resolved in this report. The facts significant for this report are: 1. There may be important content differences between CEC and high school courses with similar or identical titles. 2. There is presently no forum for discussing or

resolving such discrepancies. Without such a process, misunderstandings and mutual resentments are inevitable.

A third issue relating to course duplication is discrepancy in course and program scope. Because of its two and one half hour time periods, CEC can offer the equivalent of a high school's two or three year program in one year. Is a French course tht covers two to three years of high school French in one year the same course or a different course? Such an issue is difficult to resolve. Again, the need for an improved articulation process is indicated.

Examination of Figure 10 (pp. 78-9) reveals that the following CEC courses are nominally,at least, similar to high school courses. It is important to bear in mind that course scope can, and probably does, vary considerably. Building Trades is similar to courses at three schools. Advanced Math and Fortran is similar to courses in four schools. Scientific programming is similar to a course in one school. CEC Field Botany and Genetics is similar to courses in five schools. Microbiology is similar to courses in three schools. Physics is similar to courses in ten schools. Advanced topics in physics is similar to courses in two schools.

Human Animal is similar to courses in seven schools. Aerospace education is similar to a course in one school. Programming for Business Application is similar to courses in two schools. CEC German is similar to courses in four in two schools. CEC German is similar to courses in four schools. CEC Spanish and Spanish for Health Careers are similar to courses in all high schools. Practical French is similar to courses in all schools. CEC Latin is similar to courses in six schools. Italian is similar to courses in one school. Electronics is similar to courses in nine schools.

The stated CEC policy is that if a course is a duplication of courses in the high schools, it should be dropped. CEC's role in curriculum development is seen to be as a pilot institution, in which experimental courses can be tried out, and when appropriate, moved to the high schools. However, without an organized process for defining duplication in specific operational terms and articulating curriculum, it is impossible for this to occur without potentially leaving significant gaps in the district's program. For if CEC were to drop a course unilaterally, based on perceived duplication, and the course was in fact unique, a curriculum gap would appear. Thus, in defining duplication, the need for close cooperation among CEC, the high schools, and central and area offices is imperative.

It is not surprising that such misunderstandings arise. Curriculum coordination does not occur by itself or through unilateral efforts. The lack of joint curriculum planning involving CEC, the high schools, and central office is a necessity. Resolving this dilemma should be a high priority.

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FIGURE 10

COURSE DUPLICATION - CEC AND HIGH SCHOOL COURSES

CEC Courses	Albuquerque	Cibola	Del Norte	Eldorado	Highland	Manzano	Rio Grande	Sandia	Valley	West Mesa
Court Reporting	-	-	-	-	-	-	-	-	-	-
Concentrated Studies in Word Processing	-	-	-	-	-	-	-	-	-	-
Programming for Business Applic	-	-	-	Business Programming	-	-	Accounting II Data Process	-	-	-
Computer Technology Aide	-	-	-	-	-	-	-	-	-	-
CEC Data Processing & Data Entry	-	-	-	-	-	-	-	-	-	-
Data Processing Programming	-	-	-	-	-	-	-	-	-	-
CEC Russian	-	-	-	-	-	-	-	-	-	-
CEC Advanced German	-	German IV	German 4-60530	-	German IV & V	-	-	German IV	-	-
Advanced Spanish for Multiple Careers	Spanish IV & V	Spanish IV & V	Spanish IV	Spanish IV	Spanish IV & V	Spanish IV & V	Adv Spanish	Spanish IV	Spanish III Mexican/ American Studies	Spanish IV & V
Communicaton in Spanish for the Health Careers	Spanish II, III, IV, V La Cultura	Spanish II, III, IV, V	Spanish II, III, IV	Spanish II, III, IV, V	Spanish II, III, IV, V	Spanish II, III, IV, IV	Inter Span, Adv Spanish	Spanish II, III, IV	Spanish II, III	Spanish II, III, IV, V Dir Studies
Practical French for Careers	French III, IV	French III, IV	French III, IV	French III, IV	French III, IV, V	French, III, IV	French III	French III, IV	French III	French III Dir Studies
Italian	-	Italian I, II	-	-	-	-	-	-	-	-
Lively Latin	Latin I, II	-	Latin I, II	-	Latin I, II, & III	-	Latin I, II, III	Latin I, II, Adv	Latin I, II, III	-
Japanese	-	-	-	-	-	-	-	-	-	-
Beauty Culture	-	-	-	-	-	-	-	-	-	-
Intro to Beauty Culture	-	-	-	-	-	-	-	-	-	-
Cosmetology Supply Manager	-	-	-	-	-	-	-	-	-	-
Electronics I	Elec I, II	Elec Const	Elec I, II	-	Elec I, II	Elec I, II	Elec I, II	Elec I, II	Elec I	Elec I, II
Digital Elec	-	-	-	-	-	-	-	Elec III	-	-
Communication Electronics	-	-	-	-	-	-	-	-	-	-
Solid State Electronics	-	-	-	-	-	-	-	-	-	-
Repair of Heat Producing Appliances	-	-	-	-	-	-	-	-	-	-

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CEC Courses	Albuquerque	Cibola	Del Norte	Eldorado	Highland	Manzano	Rio Grande	Sandia	Valley	West Mesa
Repair of Applicances w/ Elec Motors	-	-	-	-	-	-	-	-	-	-
Bldg Trades I	-	-	-	Construc Trades I	-	Construc Trades I	-	Construc Trades I	-	-
Bldg Trades II	-	-	-	-	-	-	-	Construc Trades II	-	-
Advanced Math/ Fortran	-	-	-	-	Computer Science I	-	Computer Research	Computer Math	-	Computer Prog II
Scientific Programming	-	-	-	Enriched Prog / Comp Prog Math	-	-	-	-	-	-
Indiv Prog Problems	-	-	-	-	-	-	-	-	-	-
Mini Computers	-	-	-	-	-	-	-	-	-	-
Pract Nurse I	-	-	-	-	-	-	-	-	-	-
Pract Nurse II	-	-	-	-	-	-	-	-	-	-
CEC Field Botany/Genetics	-	Botany	-	-	Genetics	Botany	Botany	Botany	-	-
Advanced Genetics	-	-	-	-	-	-	-	-	-	-
Microbiology	Biology II Microbio				Microbio			Microbio		
Epidemiology	-	-	-	-	-	-	-	-	-	-
Basic Physics	Physics I PSSC	Physics I	Physics I	Physics I Group & Ind	Physics I	Physics I	Physics I Ind	Physics I	Physics I	Physics I
Advanced Topics in Physics	-	-	Physics II	-	-	Physics II	-	-	-	-
Geology	Geology	-	-	Geology	-	-	Geologic Hist/Earth	-	-	-
Astronomy	-	-	-	-	-	-	-	-	-	-
Concentrated Studies in Human Animal	Bio II Human Ana & Physio	-	Human Ana & Physio	-	Human Physio	Human Animal	Human Phs Ana I, III	Human Ana & Physio	Human Ana & Physio	-
Aerospace Education	-	Aviation	-	-	-	-	-	-	-	-
Aviation Pilot	-	-	-	-	-	-	-	-	-	-
Intro to Word Processing	-	-	-	-	-	-	-	-	-	-
Spec Bldg Trades	-	-	-	-	-	-	-	-	-	-

III.B. HOW DO KEY GROUPS IN THE HIGH SCHOOLS PERCEIVE CEC IN TERMS OF COMMUNICATION, COOPERATION, AND COORDINATION?

High school administrators, counselors, and teachers were asked to express in questionnaires their agreement with the following statement: "Close cooperation exists between my school and the Career Enrichment Center". 73% of the high school administrators agreed or strongly agreed, as compared with 94% of the counselors. This reflects a strong endorsement of the efforts at problem solving and conciliation that have led to vastly improved relations between CEC and the high schools. This picture is further reinforced by information gathered from interviews with high school administrators. The assistant principals interviewed had nothing but praise for the attempts which CEC had made to facilitate cooperation.

This positive picture is in marked contrast to high school teacher perceptions, however. Only 32% of the high school teachers agreed or strongly agreed with the statement. 28% expressed strong or moderate disagreement, and 40% neither agreed nor disagreed.

This exemplifies a highly significant trend. In almost every case where high school teachers were asked about their attitudes or perceptions concerning CEC, their support for CEC, or their estimation of CEC, their responses reflected significantly less knowledge, cooperation, or support. This pattern was also found in the Chamber of Commerce evaluation of CEC.

Many efforts have been made by CEC to garner high school support. Almost none of them, however, has ever been designed to reach the classroom teacher, whose support is so crucial. Little publicity is sent to them; no inservice has been provided for them; no joint planning time has been arranged; no classroom teacher is on a CEC advisory committee; no workshops are held for the vast majority of teachers; few teachers visit the CEC. No wonder there is so little support for or understanding about CEC among this important group. They have not been encouraged to perceive or imagine the ways in which CEC as a career education center could assist them. This is a basic key to the articulation and communication problems between CEC and the regular high schools.

III.C. HOW DO KEY GROUPS IN CEC PERCEIVE THE HIGH SCHOOLS IN TERMS OF COMMUNICATION, COOPERATION, AND COORDINATION?

During interviews, the CEC administration has noted an improvement in relations with the schools over the past two to three years. In the first two years, it was felt that there was basically an adversary situation. In the third and fourth years, the administration noted some improvement in cooperation, as CEC counselors went out to the

schools more frequently in an effort to improve cooperation. At present there is a feeling that cooperation is basically good, but that schools do not see relations with CEC as a major priority compared with their own day-to-day operations.

The CEC counselors reaffirmed the basically positive picture of cooperation and communication. They reported a general spirit of support and receptivity in the schools.

Interestingly, it is again the teachers, this time the CEC teachers, who see a lack of coopertion. And CEC teachers' assessment of the level of cooperation is even more negative than that of high school teachers.

When asked whether they agreed that close cooperation existed between CEC and the high schools, 75% of the CEC teachers disagreed or strongly disagreed. Most of them strongly disagreed. Not one CEC faculty member strongly agreed, and only one agreed. This result - striking in both its intensity and its prevalence - is a clear indication that the CEC instructional staff does not perceive significant cooperation from the high schools.

This pattern held for other similar questions. By overwhelming majorities, CEC teachers felt that high school teachers, counselors, and administrators did not encourage enrollment at CEC and did not support it.

When high school staffs were asked to rate the extent to which they actively encouraged students to attend CEC, administrators and counselors, by large majorities, affirmed their encouraging of students. Forty-nine per cent of the teachers also said they encouraged students to take CEC courses, with only 16% saying they did not do so.

When one compares the perceptions of CEC teachers with the responses of high school staffs, important trends become apparent. Although CEC teachers see virtually no support, communication, and cooperation, high school staffs expressed considerable cooperation.

This discrepancy is highly significant. As we have seen, of all the high school groups surveyed, teachers were the least able to see cooperation from CEC. Of the CEC staffs, also, CEC teachers are the least able to see cooperation from the high schools. The CEC staff, like the high school staffs, envisions itself as isolated in an adversary or quasi-adversary role. CEC staff members have little contact with high school teachers, and have thus been given little opportunity to see the complex patterns and trends that define CEC's relationships with the schools.

There are major communication issues involving CEC and the high schools. According to teachers and administrators at both CEC and the high schools, there has been significant improvement, however, which CEC and high school teachers have not apparently perceived. Both groups seem to be partially operating on exaggerated myths from the past. Until positive contact is allowed and encouraged, these myths will continue to be a strong force in CEC-high school relations.

III.D. WHAT ARE THE ENROLLMENT PATTERNS VIS-A-VIS INDIVIDUAL HIGH SCHOOLS AND WHAT FACTORS INFLUENCE THESE PATTERNS?

Figures 11 and 12, pp.83-4, summarize CEC enrollment patterns by school longitudinally. Based on percentage of district students attending CEC, an overall growth trend in enrollment is apparent, as are the following specific patterns: growth until 1977-8; a leveling off and slight decline through 1980-81; and dramatic increases in 1981-2 and 1982-3.

In order to identify factors that affect CEC enrollment vis-a-vis individual schools, it is necessary to examine reasons why students at each school decided not to take courses at CEC. Figure 13 (p.86) examines the reasons that students did not take a CEC class by individual high school. When one examines the longitudinal data with reasons for not attending CEC given by students at the various schools, significant patterns become apparent. It is important to note, however, that because of the small number of students from individual high schools, results tabulated by school may not be totally reliable.

ALBUQUERQUE HIGH SCHOOL- In early years Albuquerque High School's enrollment at CEC was relatively low, considering the proximity to CEC. In the last three years, enrollment has increased to where, on a percentage basis, Albuquerque High now ranks first. Logistical obstacles predominated as stated reasons for not taking CEC courses. Interestingly, 33.4% of the Albuquerque High students said transportation was an obstacle. Time conflicts and lack of room in the course schedule were also frequently noted. A relatively large percentage (44.4%) stated they took equivalent courses at Albuquerque High. Compared with other schools, negative responses from students (27.8%) and staff (22.3%) were relatively significant factors. Thirty-eight and nine-tenths percent noted a lack of interest in CEC courses.

CIBOLA HIGH SCHOOL- Cibola has consistently ranked in the lower half of high schools contributing to CEC attendance. Transportation difficulties were understandably significant (mentioned by 63.7%), given the distance from CEC. Also mentioned very frequently were time factors. In addition, 40.9% cited lack of interest in CEC courses, and 47.8% of Cibola students stated they had never heard of CEC.

Figure 11

NUMBER AND PERCENT OF STUDENTS ATTENDING THE CAREER ENRICHMENT CENTER BY YEAR

School	1975-76		1976-77		1977-78		1978-79		1979-80		1980-81		1981-82		1982-83	
	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent
Albuquerque High	60	3.4	55	2.9	75	4.2	75	4.6	63	4.0	64	4.5	102	8.1	107	9.5
Cibola	26	2.1	40	3.0	66	4.7	65	4.3	55	3.6	63	4.2	37	2.6	67	5.1
Del Norte	51	2.3	56	2.6	58	2.7	61	3.0	56	2.8	46	2.5	60	3.4	67	3.9
Eldorado	44	2.0	70	3.0	105	4.8	111	4.6	122	5.0	114	4.6	121	5.1	150	6.7
Highland	70	2.9	48	2.1	88	3.8	78	3.6	93	4.3	114	5.3	109	5.4	109	6.0
Manzano	49	1.9	60	2.3	60	2.5	54	2.3	60	2.7	75	3.6	55	2.9	90	5.0
Rio Grande	54	2.3	72	3.0	42	1.8	99	4.4	63	2.9	28	1.3	67	3.4	100	5.9
Sandia	63	2.7	85	3.6	128	5.0	103	4.1	114	4.8	88	4.1	79	4.0	91	5.0
Valley	61	3.2	59	3.1	91	5.0	96	5.2	81	5.0	53	3.8	92	7.2	89	7.7
West Mesa	60	3.6	85	5.0	119	7.0	88	5.2	69	4.0	51	3.2	48	3.3	55	4.1
DISTRICT TOTAL	538	2.5	630	2.9	832	3.8	830	3.8	775	3.7	696	3.5	770	4.1	925[A]	5.3

Attendance figures based upon first 20 day reports.

Percentage figure represents the percent of tenth, eleventh, and twelfth graders of each school taking a CEC course. Ninth graders were omitted because very few ninth graders take CEC classes, and CEC programs are not designed for freshmen.

A This increase is possibly due in large part to the expansion of computer science and data and word processing programs at CEC.

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Figure 3.2

HIGH SCHOOL ENROLLMENT RANKINGS BY YEAR

(Based on percent of students at the CEC–first twenty day report)

Year	AHS	CHS	DNHS	EHS	HHS	MHS	RGHS	SHS	VHS	WMHS
1975	2	8	6	9	4	10	6	5	3	1
1976	7	4	8	4	10	9	4	2	3	1
1977	6	5	8	4	7	9	10	2	2	1
1978	3	6	9	3	8	10	5	7	1	1
1979	5	7	9	1	4	10	8	3	1	5
1980	3	4	9	2	1	7	10	5	6	8
1981	1	10	6	4	3	9	6	5	2	8
1982	1	6	10	3	4	7	5	7	2	9

Rankings range from 1 - highest percent of students at CEC to
10 - lowest percent of students at CEC.

DEL NORTE HIGH SCHOOL- Del Norte has traditionally had relatively low CEC enrollments. Students frequently cited logistical factors- transportation and busy time schedules- as obstacles to enrollment. Having taken a similar course at Del Norte was also a significant factor (35.1%). Thirty-four and one-half percent stated lack of interest in a CEC course was an obstacle.

ELDORADO HIGH SCHOOL- Eldorado has traditionally sent a comparatively large percentage of its student body to CEC. Those who have not attended CEC mentioned time conflicts and lack of interest in CEC courses as major obstacles. Transportation was not seen as a problem. Thirty-six and eight-tenths percent cited lack of interest in a CEC course as a barrier.

HIGHLAND HIGH SCHOOL- Highland had relatively low enrollments at CEC in early years. The pattern has improved to where Highland has ranked near the top in the last four years. Obstacles cited included primarily time conflicts. A significant number of students (33.4%) stated they had taken a similar course at Highland. Twenty-four percent had never heard of CEC.

MANZANO HIGH SCHOOL- The percentage of student that Manzano has sent to CEC has consistently ranked near the bottom. Obstacles cited centered around time and transportation difficulties. Thirty-one and three-tenths percent had never heard of CEC, and 46.9% said that lack of interest in a CEC course was a significant obstacle.

RIO GRANDE HIGH SCHOOL- Ric Grande's percentage of students attending CEC has typically been in the average range. Obstacles cited frequently by Rio Grande students include time factors and transportation. An extremely large percentage (66.6%) of the students surveyed had never heard of the CEC. Lack of interest in CEC courses (35.7%) and having taken a similar course at Rio Grande (38.5%) were also significant factors.

SANDIA HIGH SCHOOL- Sandia has generally sent an average percentage of students to CEC. The 1982-3 ranking was low, however. Obstacles most frequently cited were time conflicts and transportation. Thirty-six and four-tenths percent cited lack of interest in CEC courses as an obstacle.

VALLEY HIGH SCHOOL- Valley has consistently sent a relatively high percentage of students to CEC. Obstacles cited included time scheduling problems and transportation. Forty-two and eight-tenths percent had never heard of CEC. Twenty-eight percent cited negtive comments by faculty and negative comments by students as obstacles to enrollment.

WEST MESA HIGH SCHOOL- In the first four years, West Mesa sent the highest percentage of students to CEC. Recently, West Mesa has ranked

Figure 13

NUMBER AND PERCENTAGE OF STUDENTS CITING VARIOUS FACTORS AS STRONG OR MODERATE OBSTACLES TO ENROLLMENT AT CEC - BY HIGH SCHOOL

	AHS	CHS	DNHS	EHS	HHS	MHS	RGHS	SHS	VHS	WHHS	TOTAL
No room in course schedule	11 61.1%	17 77.3%	16 43.2%	7 36.9%	19 65.5%	24 75.0%	5 38.5%	11 47.8%	12 85.7%	18 72.0%	59.9%
No interest in course	7 38.9%	9 40.9%	15 34.5%	7 36.8%	11 37.9%	15 46.9%	5 35.7%	8 36.4%	5 39.7%	14 56.0%	39.4%
Inconvenient time	10 55.5%	13 59.1%	14 37.8%	8 42.1%	19 69.5%	13 40.7%	7 53.9%	11 50.0%	5 35.7%	14 56.0%	49.4%
Conflicts with work	9 50.0%	9 40.9%	10 27.0%	6 31.6%	15 51.7%	16 50.0%	5 38.5%	8 36.4%	8 57.1%	10 40.0%	40.9%
Conflicts with extra-curricular activities	9 50.0%	12 54.5%	15 48.6%	7 36.9%	19 65.6%	16 51.1%	5 38.5%	11 47.8%	8 57.2%	12 48.0%	50.0%
Transportation	6 33.4%	14 63.7%	17 46.9%	2 10.5%	8 27.6%	13 40.7%	5 38.5%	10 43.4%	10 71.4%	15 60.0%	43.3%
Negative comments from students	5 27.8%	5 22.7%	4 10.8%	1 5.3%	9 14.3%	4 12.5%	2 15.4%	2 9.0%	4 28.6%	3 12.0%	14.5%
Negative comments from high school staffs	4 22.1%	2 9.1%	2 5.4%	0 0%	5 17.9%	3 9.4%	1 7.7%	2 9.1%	4 28.6%	4 16.0%	11.5%
CEC classes too long	7 38.9%	7 31.8%	14 37.8%	3 15.8%	8 28.5%	15 46.9%	4 30.7%	6 27.2%	7 50.0%	7 28.0%	34.2%
CEC course was full	4 22.2%	4 18.2%	5 13.5%	0 0%	4 14.3%	6 18.8%	0 0%	3 13.0%	2 14.2%	5 20.0%	15.3%
Took semester course at high school	8 44.4%	8 36.3%	13 35.1%	2 10.6%	10 35.7%	8 25.0%	5 [illegible]	6 27.2%	5 35.7%	12 48.0%	33.4%
Never heard of CEC	5 27.8%	11 47.8%	6 16.2%	0 0%	7 24.1%	10 31.3%	8 66.6%	3 13.6%	6 42.8%	7 28.0%	26.8%
Other	6 42.8%	6 33.3%	12 33.3%	2 22.2%	7 28.0%	10 33.3%	8 37.5%	5 35.7%	7 46.7%	1 5.9%	31.4%

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near the bottom. Reasons commonly cited by students included time constraints, transportation (60%), and having taken a similar course at the home high school. Twenty-eight percent had never heard of CEC.

Some trends are apparent across almost all schools. Time conflicts - with home school course schedules, with extracurricular activities, with work - and transportation are the major obstacles to enrollment. Perceived duplication was also a common problem, as was lack of familiarity with the Career Enrichment Center. It is significant that negative comments by students and staff was not a predominant factor in any school.

III.E. HOW EFFECTIVE IS THE PROCESS BY WHICH CEC DELIVERS PERTINENT INFORMATION TO STUDENTS?

Twenty-six and eight-tenths percent who had not attended CEC stated that they had never heard of the program. Another 44% felt that they had not received enough information about the program. Only 59% of current and former CEC students felt they had received sufficient information before enrolling, not a large percentage when one considers that these are students who actually decided to attend CEC. From students' point of view, something is clearly wrong with the system of delivering information about CEC.

In order to determine where the system is inadequate, it is necessary to examine additional data. First of all, where do students get their information about CEC? The pattern of responses of both current and former CEC students and non-CEC students is remarkably similar. The most frequently mentioned source of information in both groups is friends. This is followed in both groups by high school course catalogues. For CEC students, a CEC counselor or teacher was the next most frequently mentioned source of information, followed by the home school counselor, posters and flyers, and finally by teachers. For non-CEC students, friends and the course catalogue were followed by: a poster or flyer, home school counselor, home school teacher, and CEC counselor or teacher.

Students are learning about CEC from a wide variety of sources. This has positive aspects, in that it illustrates that some type of information is reaching students. It is unsettling, however, that many of the sources of information may be incomplete or inaccurate.

Friends can be helpful, but their opinions are often overly subjective and based on incomplete information. Moreover, CEC and non-CEC students demonstrated little familiarity with the types of courses offered at CEC as well as CEC's basic role in the district. If one student were to ask another if English courses were offered at CEC, it is likely that incorrect information would be passed along. In

addition, if a student were asked, "Is this a good course?", who knows on what basis the answer might be given?

The CEC course descriptions in school catalogues also have their limitations. The integration of CEC course descriptions into high school catalogues under appropriate headings has probably helped students receive more accurate information about CEC courses. The CEC course descriptions include prerequisites, times offered, and a basic course description. Unfortunately, in many cases they do not give sufficient explanation of why a student might decide to take the course. This is a significant problem because of the specialized nature of CEC courses. It is not obvious, for instance, why a student might wish to take epidemiology rather than advanced genetics; or decide to choose scientific programming rather than mini-computer. A brief statement as to the basic utility of the course to students would perhaps encourage enrollment and help students make appropriate decisions. The need to define courses in more detail is especially important since high school administrators, teachers, and counselors cannot be expected to have detailed familiarity with CEC courses of such a technical nature.

High school staffs, as we have seen, were generally aware of the types of courses that CEC offers. However, when they were asked if they wanted further information about specific courses at CEC, counselors, teachers, and administrators all did want further information. This indicates a need for the type of more detailed course information already described.

The cumulative result of these deficiencies is that students, even CEC students, do not have a clear picture of the types of courses that CEC offers, let alone the specific nature of individual courses. The unfortunate result is that many students inevitably make decisions based on inadequate or incomplete information.

Lack of information is affecting enrollment at CEC. Twenty-three percent of non-CEC students said they had not heard of CEC. Although this ranked relatively low on the list of reasons for not taking a CEC class, it is such a final, definitive reason that it merits attention: if students have not heard of CEC, how can they possibly take advantage of the program?

In summary, there is a deficiency in the information delivery system concerning CEC. Somewhere along the line, students (and high school staffs) are not receiving the information they need in order to make good decisions. This is apparent in spite of the fact that CEC makes strenuous unilateral attempts to distribute information.

The problem lies in the structure of the information delivery system, rather than in such operational details as publishing too few brochures. The difficulty is related to: 1. The lack of understanding

in the district of CEC's role. 2. The lack of institutional (as opposed to individual) support systems for CEC. 3. The historical lack of involvement by high school teachers in CEC's program. 4. The lack of a problem-solving body vis-a-vis the high schools. Until these fundamental structural problems are ameliorated, an increase in the quantity of information delivered will be futile.

III.F WHAT ROLES DO CEC AND HIGH SCHOOL STAFF MEMBERS UNDERTAKE -- IDEALLY AND IN ACTUALITY -- IN PROGRAM ARTICULATION?

In theory, CEC administrations, counselors, and department chairpersons work with their counterparts in the high schools to ensure coordination of program.

CEC administrators do attend appropriate district meetings and work with their counterparts in the high schools. Under the present structure, however, the time for this is limited. The articulation system is largely informal and pragmatic rather than based on regular and well-defined contact. In the area principal's meetings and in the high school assistant principal for curriculum meetings, little time is spent on CEC articulation as such.

CEC receives significant assistance in articulation and communication from the South Area office. Excellent efforts have been made to tie CEC in with the other area high schools using the area structure. The basic anomaly is that CEC is a district-wide program which must communicate equally with all areas, rather than primarily with only one.

Similarly, there is no adequate institutionalized relationship with Central Office. The Superintendent for Instruction has taken a keen interest in CEC and has assumed leadership in CEC's integration with other schools. Other components of Central Office, curriculum center and occupational education staffs have either not been involved consistently with CEC or have had only partially compatible interests with respect to CEC as a total program. In any case, with so many Central Office interests at work regarding CEC, it seems inevitable that the Central Office efforts will be fragmented, unless a coordinator of career education takes direct responsibility for CEC's operations.

CEC counselors play an important role in program articulation. However, their influence is largely limited to information exchange and is by nature too pragmatic and small-scale to be the basis for a truly integrated and coordinated articulation effort.

Finally, CEC teachers and high school teachers do not have the time to engage in systematic ongoing program articulation. Certainly their roles (especially that of department chairpersons) could be expanded.

Under appropriate district leadership they could play a key role in program articulation.

Ideally, then, all members of high school and CEC staffs and relevant offices in Central Office have important roles to play in program articulation. In practice, little systematic communication and articulation is occurring.

As was true with the information delivery system, the problem is organizational and institutional. Intermediary support structures need to be developed and/or strengthened in order to give CEC the solid base it needs in order to function optimally as a career education center for the district.

GOAL IV

TO EXAMINE THE OVERALL INSTITUTIONAL CLIMATE CHARACTERISTICS AND THEIR IMPACT ON PROGRAM APPEAL AND EFFECTIVENESS

CEC'S SCHOOL CLIMATE

In recent years, numerous educational researchers and practitioners have directed increasing attention to the role of school climate as an important determinant of student learning and school effectiveness. School climate may be defined as "the sum total of the structures, procedures, rules, attitudes and relationships within the school community," (Lumaresq and Blust, "School Climate Improvement: A Model for Effective School Change," ERIC Document #209404, July, 1981.) Such structures, processes and attitudes should ideally promote the creation and maintenance of an effective partnership among instructional staff, students, and administration. The presence or absence of such a partnership has been demonstrated by researchers to potentially affect students' attendance, academic achievement, and behavior (Edmonds, 1980; Rutter, 1979; Brookover, 1979).

It has also been established that no universally applicable factors can automatically, and in any given context, produce an effective school. Rather, various factors and attributes must be appropriately integrated into existing programs by leaders who are familiar with student, staff and community characteristics.

Some fundamental elements in effective school climate have been identified, however. Strong and effective administrative leadership has been identified as a key factor in influencing the effectiveness of a school's climate (Edmonds and Frederikson, 1979, and Brookover and Lezotte, 1979). The principal sets the tone of the school, supports the instructional staff, takes leadership in the identification of instructional priorities, distributes resources, and plays a key role in identifying goals.

A second determinant established through research is the effective utilization of problem-solving strategies and procedures. Every organization is faced with controversial issues, disagreements and conflicts. The key to an effective school climate is not the absence of such problems, but the existence of procedures that facilitate their resolution.

Another factor is the presence or absence of consensus regarding the school's goals. Staff members and students must understand and support the school's goals. Without such a consensus it is virtually impossible for leadership to take initiatives or for other staff members to function effectively (Thomson, 1980).

The nature of the communication pattern within a school has also been identified as a determinant of an effective school climate. Each school's climate inevitably is the product of unique communication patterns and styles; and no single pattern has been identified as ideal. The crucial ingredients are that staff members must <u>believe</u>

that their ideas are considered, and that leadership must actually be responsive to staff suggestions. In some cases such communication can be institutionalized; in other cases it might be entirely informal.

Other identified factors (Halpin and Croft, 1973) include the state of staff and student morale and attitudes toward the school's facilities. Morale may be defined as feelings of loyalty and commitment to an institution, ideal, or group of individuals insofar as these feelings affect individuals' abilities to effectively carry out their duties. Physical facilities affect school climate to the degree that they do or do not provide a comfortable atmosphere for learning and a focal point for student and staff pride and identification.

The following factors have been identified as priorities for the evaluation of the school climate at the Career Enrichment Center.

1. The nature and effectiveness of the administrative style.

2. The extent to which CEC students and staff have a positive attitude toward the Career Enrichment Center.

3. The effectiveness of communication and cooperation within the Career Enrichment Center.

4. Perceptions concerning the aesthetics and functionality of the Career Enrichment Center's facilities.

5. The state of student and staff morale.

6. The use at the Career Enrichment Center of ongoing internal assessment procedures.

The primary methods of assessment were school climate instruments administered to CEC students and staff, and interviews with the CEC administration.

The student and staff school climate instruments were adapted for use at the Career Enrichment Center from one of the most widely used and thoroughly validated school climate instruments: The CFK LTD. School Climate Profile. Items were selected and adapted based on the special nature of the Career Enrichment Center's program and the goals of this evaluation. The resulting instruments were reviewed with the Career Enrichment Center administration and approved by the Associate Superintendent for Instruction prior to their administration. The instruments (with responses) appear in Appendix VIII, page 198.

The staff surveys were administered to thirty-eight administrators, teachers, and support staff as a group. This number represents 78% of the total staff. The student surveys were administered to CEC students in groups according to the Career Enrichment Center session

attended. Of the 235 student surveys originally distributed, forty-four were not completed since the forty-four students no longer attended the Career Enrichment Center. One hundred and sixty-nine (88%) of the remaining 191 surveys were completed.

The questionnaires covered such topics as: identification and dissemination of goals; the existence of internal assessment procedures; the effectiveness of communication within CEC; the adequacy of facilities and materials; and the state of morale at CEC. The staff questionnaires contained forty-one (41) multiple choice items whereas the student questionnaires contained twenty-five (25) multiple choice items. In addition, the staff questionnaire included three open-ended questions, which were derived from the school climate evaluation design.

In the questionnaire, the respondents were presented with a series of statements that describe typical (climate-related) behaviors or conditions that occur within schools. Students and staff were asked to rate each of these statements according to how frequently they occur at CEC. They were asked to rate items along two dimensions: "WHAT IS TRUE" at CEC and "WHAT SHOULD BE TRUE" at CEC. The scale was as follows:

1 = ALMOST NEVER TRUE
2 = OCCASIONALLY TRUE
3 = FREQUENTLY TRUE
4 = ALMOST ALWAYS TRUE
5 = NO OPINION

In analyzing the data, the "SHOULD BE TRUE" responses were used to ensure that the School Climate Questionnaire does in fact reflect values and priorities that are important to the CEC staff. The pattern of responses to these items does confirm the fact that CEC students and staff felt that the dimensions of school climate selected for study at CEC are indeed indeed applicable. The "WHAT SHOULD BE" average ratings for individual items range from 3.40 to 3.94. The average rating for most items were above the 3.70 level. This indicates a high degree of consensus regarding the applicability of the school climate determinants highlighted in the present study.

The mean values in the "WHAT IS TRUE" column were significantly lower - at the .01 level (t test) - than the mean values in the "WHAT SHOULD BE TRUE" column. One would expect this outcome, given the small range (1-4) of the scale and the fact that all respondents typically would like all positive statements to be true. In examining survey results, therefore, the most valid approach is to:

1. Disregard the "WHAT SHOULD BE" responses, except insofar as they validate the items.

2. Compare relative values (rankings) within the "WHAT IS TRUE" column. For example: the item, "It is pleasant to be in this building; it is kept clean and in good repair", received the highest ranking of any of the 25 items on the student questionnaire. It is therefore considered a high ranking even though the discrepancy from the "WHAT SHOULD BE TRUE" ranking was statistically significant.

3. Avoid direct comparison between "WHAT IS TRUE" responses and "WHAT SHOULD BE TRUE" responses within the same question.

4. Identify overall patterns which help to clarify the significance of the individual and collective results.

The mean ratings for all items on the student and staff school climate surveys are provided in Appendix VIII, page 198. Results derived from items that apply to specific evaluation questions will be presented and discussed in the appropriate sections of the evaluation study.

Before proceeding with the analysis of survey results and consideration of the evaluation questions, it is necessary to point out some unique characteristics of CEC that influence interpretation of the findings.

One factor which strongly differentiates CEC's climate from that of a traditional high school is the supplemental nature of the program. CEC students rarely take more than one course per semester for a maximum of two and one-half hours per day. Frequently, students attend CEC for one year only. As a result of the lack of full-time student participation in the program, it would be unreasonable to expect the same degree of identification that one might expect at the "home" high school.

Second, attendance is voluntary. Only highly motivated students make the effort to attend CEC. This self-selection process is a double-edged sword: Only motivated students attend, but those who are so highly motivated are likely to expect a great deal of satisfaction from the program.

Because CEC is a district-wide program, students from all high schools attend. As a result, students do not have the affiliation with other students that would be routine at the traditional high school. This limiting factor is reinforced by the absence at CEC of home rooms, free periods, lunch, or student activities. At CEC, little time outside the classroom is available for student involvement. However, one would expect this limitation to be somewhat compensated for by relatively small classes and the resulting expanded opportunities for student-to-student and student-to-teacher interaction.

The purpose of pointing out such limitations is not to devalue the significance of school climate in CEC's overall program. Rather, the intention is to view CEC's school climate and school climate determinants within an appropriate interpretative framework.

IV. A. WHAT IS THE NATURE OF THE ADMINISTRATIVE STYLE AT CEC AND HOW EFFECTIVE IS IT?

ADMINISTRATIVE PRIORITIES

The Career Enrichment Center administration has established a number of well-defined priorities. The nature of these priorities and the methods used to encourage their accomplishment both determine and reflect the nature of the administrative style.

According to the Career Enrichment Center administration, the foremost administrative goal is to provide maximum educational opportunities for CEC students. In pursuit of this goal, the administration stresses instruction as the teacher's paramount responsibility and seeks to support teachers' efforts to carry out instructional responsibilities.

This emphasis on instructional excellence leads to a number of salutary results. First, it leads to an administrative emphasis on efficiency of operation and maximum staff and student performance. High expectations are held for both students and teachers. Such administrative encouragement of excellence is, as has been demonstrated in the research on effective schools, a key factor in the creation of an effective school climate. And, as has been established in other sections of the present report (Section I, pp. 50-52) CEC has been highly successful in its efforts to provide an outstanding instructional program.

The administrative emphasis on efficiency and performance also extends to operational details. CEC as an institution appears to run smoothly, in spite of the obstacles and frustrations which the staff has encountered (Section IV, pages 91k-91m). One observes minimal disruption of the instructional program, and very few distractions. This smoothness of operation is due, in part, to the manageable size--in terms of both space to be managed and number of students--of the school, and to the lack of co-curricular activities that are present in traditional schools. Much of the credit, however, must also accrue to an administration that is operationally efficient and performance-oriented.

A corollary to this emphasis on smooth operation is the allowance of considerable latitude to students and faculty. Individual responsibility is encouraged and promoted. Teachers and students have autonomy within the classroom. This autonomy is responsibly and effectively utilized, according to results presented in other sections of the present evaluation (Section V, pp. 100-101). The number and types of effective teaching and learning methods employed at CEC (individualized instruction, laboratory work, independent study, interdisciplinary approaches to learning, for example) are possible in part because the operation of CEC is so efficient.

Finally, the CEC administration has described its style as situational and pragmatic, rather than rigid and inflexible. The administration

seeks to deal with each challenge on an individual basis without recourse to preconceptions. Such a procedure necessitates the examination of an issue in terms of its individual context and significance.

PERCEPTIONS OF THE ADMINISTRATIVE STYLE

The goals of the CEC administration have in themselves a highly significant effect on CEC's school climate. Equally significant are the perceptions of CEC's faculty and staff. In terms of the perceptions of faculty and staff, significant disagreement becomes apparent. In fact, such disagreement within the staff is potentially significant enough to adversely affect cooperation and communication within CEC. It is not possible or desirable in this evaluation study to make final judgements, or to resolve controversial issues. The reason for addressing this problem is, rather, to encourage the CEC administration and staff to reach a consensus on strategies for resolution of the misunderstandings.

STAFF ATTITUDES

In the school climate questionnaire, the CEC staff (including administrators, counselors, teachers, and support staff) was asked two forced-choice questions and one open-ended question concerning the administrative style.

SCHOOL CLIMATE QUESTIONNAIRE ITEMS REGARDING ADMINISTRATIVE STYLE

	Results			Questions
	Mean Rating (4=highest) (1=lowest)	Relative Ranking (1=highest) (41=lowest)	Mode	
1.	2.70	29	2	The administration is supportive of teachers.
2.	2.78	26	2,3,4	The administration is aware of and lets staff members and students know when they have done something particularly well.
	and (open-ended)			
3.	What is the administrative philosophy and style at CEC? How effective is it?			

The mean ratings in the two forced-choice items were thus ranked twenty-ninth and twenty-sixth respectively out of the forty-one (41) items. In the first five items, a large group of staff members answered "occasionally". Other responses were distributed evenly among the other alternatives. In the second item, wide variation in response was apparent. Judging from these results, it appears that there is considerable disagreement concerning the administrative style at CEC.

This hypothesis is confirmed through an examination of the responses to the open-ended question. In response to the open-ended item in the staff school climate questionnaire, many staff members pointed to the emphasis that the administration has placed upon effective performance. Significant numbers also commented upon the open communication with the administration as well as the administration's generally supportive policies.

Some staff members, however, were dissatisfied with aspects of the administrative style. There was some feeling that the emphasis on efficiency of operation had left little room for innovation and creativity. Some felt that the administration was excessively hierarchical in its philosophy and operation and that staff input was not sufficiently sought or utilized. Lack of responsiveness to staff was a commonly voiced theme among those who disapproved of the administrative style. Some staff members felt that the administrative style was erratic, not providing sufficiently consistent direction.

STUDENT ATTITUDES

In order to ascertain student attitudes, students were asked whether they felt that the administration supported students.

STUDENT PERCEPTIONS - ADMINISTRATIVE SUPPORT OF STUDENTS

Results		Question
Mean Rating (4=highest) (1=lowest)	Relative Ranking (1=highest) (25=lowest)	
3.03	19	The administration is supportive of students.

Although responses of students were ranked relatively low, the mean value in and of itself reflects a positive attitude. This positive result illustrates the effective implementation of the administration's goal of supporting students.

CONCLUSION

The misunderstandings which evidently exist between the administration and some staff members at CEC are potentially harmful not only to individuals but also to the program in general. At present, the instructional program has been maintained at a high level of performance in spite of such difficulties. The misunderstandings should be resolved, however, in order to ensure the continued effectiveness of CEC's program.

The School Improvement Team is an ideal forum for the discussion and resolution of such issues. The School Improvement Team, which represents instructional and support staff, can appropriately address problems and issues at CEC. It could effectively facilitate the resolution of conflicts between the administration and staff members involved.

IV. B. TO WHAT EXTENT DO STUDENTS, FACULTY, ADMINISTRATORS, AND PARENTS HAVE A POSITIVE ATTITUDE CONCERNING CEC?

The high degree of student and parent satisfaction with CEC was highlighted in a previous section of this evaluation (See Section I. D., pages 50-52). It will be recalled that 98% of CEC graduates, 90% of current and former students still in APS, and 85% of CEC parents believed that CEC was a successful program.

In the school climate survey, additional factors contributing to student satisfaction were identified. One dimension of student satisfaction related to student-teacher relationships. To a significant degree students had a positive view of student-teacher relations, as evidenced in the following summary of student responses to questionnaire items.

STUDENT SATISFACTION WITH CEC

Mean Rating (4=highest) (1=lowest)	Relative Ranking (1=highest) (25=lowest)	
3.48	5	Teachers are friendly and easy to talk to.
3.32	11	Teachers are available to students who needed help.
3.34	10	Faculty and staff want to help every student learn.
3.42	6	Teachers treat students as persons.
3.12	16	Teachers have students' best interests in mind.

Another factor contributing to the high level of student satisfaction relates to CEC's mission as a center for career education. Students were asked to what extent it was true that "Students feel that the school program is meaningful and relevant to their present and future needs." This item received the second highest rating of any item in the student survey (mean - 3.63). Clearly students believe CEC is meeting their needs in a superior fashion.

The CEC staff also has an extremely positive attitude toward CEC, as is reflected in Section I. D. of this report (pp 50-52). CEC staff concurs with students and parents in believing CEC to be a highly successful program.

IV. C. HOW EFFECTIVE IS COMMUNICATION AND COOPERATION WITHIN CEC?

In the majority of program areas, CEC staff and students believed that communication and cooperation within CEC is highly effective. Students felt that teachers were friendly and easy to talk to (mean - 3.48); teachers knew students as individuals (mean - 3.28); teachers treated students with respect (mean - 3.15); and students received enough attention and positive feedback from faculty (mean - 3.10).

The CEC staff shared this highly positive view of student-teacher relationships. They felt that: teachers were fair (mean - 3.78); and that they treated students as persons (mean - 3.84) and with respect (mean - 3.45). In addition, in response to an open-ended question, "How effective is communication and cooperation within CEC?" teachers pointed out the effectiveness of teacher-to-teacher communication. Teachers repeatedly remarked upon this extremely close cooperation between teachers, even among teachers of different subjects.

According to questionnaire responses summarized below, some CEC staff members and students believed that communication with the CEC administration was not optimal. The staff members who felt this way felt that communication was too frequently inconsistent, unilateral, and infrequently resulting in follow-through measures. As we shall see concerns were reflected on both the student and staff responses in the school climate questionnaire: the lowest ratings were consistently given to items concerning relations with the administration. These perceptions were far from unanimous. More than a few staff and students pointed to effective communication with the administration. Some positive trends that were noted included the School Improvement Team's effectiveness and the "open door" policy of the administration.

STAFF RESPONSES - COMMUNICATION WITH THE ADMINISTRATION

Mean Rating	Relative Ranking (1-41)	From Staff Survey
2.32	41	Administrators try to deal with conflict constructively.
2.50	37	Teachers feel free to communicate with the administrators.
2.34	40	Administration and teachers collaborate toward making the school run effectively.
2.61	33	When important decisions are made, I have heard about them beforehand and have been involved in the discussions.
2.70	29	I feel I have input into decisions.

STUDENT RESPONSES - COMMUNICATION WITH THE ADMINISTRATION

Mean Rating	Relative Ranking (1-25)	From Student Survey
2.89	23	If I have a school related problem, I feel there are channels open to me to get the problem worked on.

A significant issue regarding communication between the CEC administration and staff and students has become apparent. The resolution of this issue--via the School Improvement Team--should become a high priority for CEC.

IV. D. HOW DO STUDENTS AND STAFF PERCEIVE THE AESTHETICS AND FUNCTIONALITY OF THE FACILITIES, AND HOW DO THESE PERCEPTIONS AFFECT THEIR ATTITUDES AND PERFORMANCE?

In almost every respect CEC students and staff have judged CEC's facilities to be excellent. Students and staff felt virtually

unanimously that the buildings were pleasant and well-maintained, and that pride in the buildings and facilities was widespread. As a place for work and learning, then, CEC has a virtually ideal atmosphere.

The one major exception to this generally positive estimation concerns the adequacy of space. The staff felt especially cramped. This is understandable given the recent expansion of some of CEC's programs and the limited size of the facility. Such space limitations have also had an impact on scheduling. Some classes have been forced to move to relatively inconvenient sessions due to lack of space.

Such problems could be ameliorated through an expansion of the central facility. Another alternative--as has been mentioned in Section V of this evaluation--is the use of CEC satellite centers throughout the city. The resolution of this problem is especially critical if CEC is to expand into new curricular areas, as has been recommended in another section of this report (Recommendation II D., p. 119).

In general, however, the quality of CEC's facility is both a reflection of, and a contributing factor to, the effectiveness of the learning environment at CEC. The pride in CEC's facilities goes hand-in-hand with pride in CEC's program.

IV. E. WHAT IS THE STATE OF STUDENT AND STAFF MORALE AND WHAT FACTORS HAVE INFLUENCED IT?

Morale may be defined as an attitude of loyalty and commitment to an institution insofar as such an attitude affects individuals' abilities to effectively perform their roles. Morale at a school can be the result of a multitude of factors, personal and unique or general and universal.

When the CEC staff was asked to rate the overall state of morale at CEC, the overall rating was relatively low (mean-2.87, ranking-23). Although many staff members (68%) felt that morale was frequently or almost always high, a considerable minority (29%) felt it was only occasionally high.

Additional insight into the staff's morale is provided by responses to the open-ended question:

> "What is the state of staff morale? What factors have influenced staff morale?"

Staff members mentioned a wide variety of factors that have negatively affected staff morale:

1. Communication patterns within CEC (See Section IV.C., pp. 91i-91k).

2. The lack of recognition accorded to CEC within the Albuquerque Public Schools.

3. The lack of a clearly defined role for CEC in the Albuquerque Public Schools.

4. Fluctuations in student enrollment patterns and the resultant threat of staff reduction.

5. The fact that CEC has not expanded to the extent originally envisioned.

6. The perceived lack of support from Central Office.

7. The perceived lack of support from the high schools.

The effect of the School Improvement Team and the favorable outcome of the CEC evaluation were mentioned as positive factors influencing staff morale.

Thus, the CEC staff faces a multitude of anxiety-generating situations. What has enabled the staff to maintain relatively high morale is the supportiveness of inter-staff relationships. As was pointed out previously, communication and general support within the CEC faculty is extremely strong. The significance of this supportive environment has enabled the faculty to cope with a high degree of stress and anxiety. This important fact is illustrated by staff responses to the questionnaire item, "I like working in this school". The mean rating on this item was 3.76; the rank was sixth of the forty-one items. In spite of the discouraging factors, staff morale does seem to be quite high.

CEC students believed that morale at CEC was significantly higher than did staff members (Mean Rating - 3.21, Ranking - 14). Of course, students are not affected by intra-staff or intra-district problems to as great an extent as staff members. Their morale is more significantly affected by the quality of their classes and by the interpersonal atmosphere at CEC. As we have seen, these dimensions of CEC's program are especially effective insofar as they affect students.

One area for significant potential improvement, however, is that of student identification with CEC. Students were asked to what extent a "we" spirit existed at CEC; i.e., to what extent students identify with CEC and feel that they are part of a cooperative enterprise.

Students rated this item lower (mean - 2.40) than any other item in the survey, while indicating that it was a dimension of considerable importance. The mean "SHOULD BE" rating was 3.43. The specific reasons for this result were not addressed within the context of the present study. CEC should, however, make every effort to determine strategies for increasing student identification with CEC.

IV. F. TO WHAT EXTENT ARE ONGOING INTERNAL ASSESSMENT PROCEDURES EMPLOYED? WHAT IS THE EFFECT OF THE PRESENCE OR ABSENCE OF THESE PROCEDURES ON THE INSTITUTIONAL CLIMATE?

Internal assessment is defined in terms of two distinct, yet related, processes:

1. The process for frequently and consistently re-examining program goals.

2. The process of problem identification and resolution.

As has been demonstrated in school effectiveness research, the efficient operation of both procedures is a key element in program success.

The question of goal clarification was addressed in Section I of this evaluation report. The emphasis in that section was upon the relationship between CEC's goal clarification and CEC's ability to communicate its identity to other schools and to the community. The emphasis in this section will be upon the internal process of goal identification: the process by which CEC sets a clear direction for its program and communicates that sense of direction to its staff and students.

The CEC staff was asked to what extent they agreed with the following statements related to consensus regarding goals.

STAFF RESPONSES - ITEMS CONCERNING GOAL CONSENSUS

Mean Rating (4=highest) (1=lowest)	Relative Ranking (1=highest) (41=lowest)	
2.49	38	The school has set some goals as a school and I know about them.
2.55	34	The goals of this school are used to provide direction for programs.
2.63	31	The goals of this school are reviewed and updated.

According to the mean ratings and rankings in the above chart, CEC's staff as a whole does not have a clear sense of CEC's priorities and direction, and consequently does not have a systematic means of relating individual goals (for example, the improvement of classroom instruction) to institutional goals. This lack of a sense of overall program direction may relate to morale problems and may contribute to some negative feelings toward the CEC administration that were reflected in responses in the staff survey. The lack of clearly identified and widely understood program priorities is a highly significant fact that must be addressed if CEC is to resolve the school climate issues with which it is faced.

An equally important aspect of internal evaluation is the efficient identification and resolution of issues and conflicts which might potentially jeopardize program success. The CEC staff was asked seven questions relating to problem identification and resolution. The mean values and relative rankings for responses to those items are reported on the chart below.

STAFF RESPONSES - PROBLEM IDENTIFICATION AND RESOLUTION

Mean Rating (4=high) (1=low)	Relative Ranking (1=high) (41=low)	Questions
2.32	41	In this school the administrators try to deal with conflict constructively.
2.67	30	Teachers, students, and parents help to evaluate this school's program.
2.89	21	In this school we keep looking ahead.
2.51	35	When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges
2.51	35	Problems in this school are recognized and worked upon openly.
2.86	24	If I have a school related problem, I feel there are channels open to me to get the problem worked on.
2.76	26	People in this school solve problems; they don't just talk about them.

The results for all seven of these items are striking in their consistency. Clearly, the CEC staff as a whole does not feel that the problem identification and solving process is working effectively.

Both of these issues--the identification and dissemination of school goals and the ongoing identification and resolution of problems--need to be further defined and then ultimately addressed in order that CEC can further reinforce its efforts in providing an excellent education for its students and a congenial work environment for its staff.

In conclusion, it is crucial to clarify one point. The issues and difficulties which have been identified in this School Climate section of this evaluation have not adversely affected the quality of CEC's program. In terms of academic quality and services provided to the students, CEC has received markedly superior ratings from CEC students, parents, and staff. As has been already demonstrated, CEC has established itself as a highly effective school.

The reason why resolution of these issues should take high priority is related to basic humanistic concerns. If students and/or staff are experiencing difficulties due to school climate factors, it is humane and mutually beneficial that the problems be ameliorated to the fullest extent possible. In order to accomplish this goal, it is desirable that the CEC School Improvement Team take a more active role in addressing school climate issues, including, but not limited to, the issues addressed in this report. Such an action would benefit the staff, the students, and CEC itself.

GOAL V

TO EVALUATE THE IMPACT ON PROGRAM EFFECTIVENESS OF LOGISTICAL AND METHODOLOGICAL POLICIES AND DECISIONS (e.g., REGARDING SCHEDULING, TRANSPORTATION, COURSE FORMAT, AND INSTRUCTIONAL TECHNIQUES)

CEC LOGISTICAL AND METHODOLOGICAL CONSIDERATIONS

INTRODUCTION

CEC is a career education supplementary program rather than a diploma-granting institution. This creates potential advantages in flexibility, responsiveness to student needs, and the potential for curricular and instructional innovation. It also creates unique headaches, especially with regard to scheduling and transportation. These problems, if not well-handled, have the potential for seriously undermining the effectiveness of CEC's program.

V.A. WHAT LOGISTICAL FACTORS EITHER ENCOURAGE OR DISCOURAGE STUDENT ENROLLMENT?

Transportation and scheduling factors are generally felt by APS and CEC administration, the CEC staff, and high school staffs to be serious obstacles to enrollment at CEC. According to survey results, the specific obstacles to enrollment are thought to be: transportation to and from CEC; schedule conflicts between regular high schools and CEC; the length of CEC classes; and the inconvenience of some CEC sessions (second and fourth, specifically).

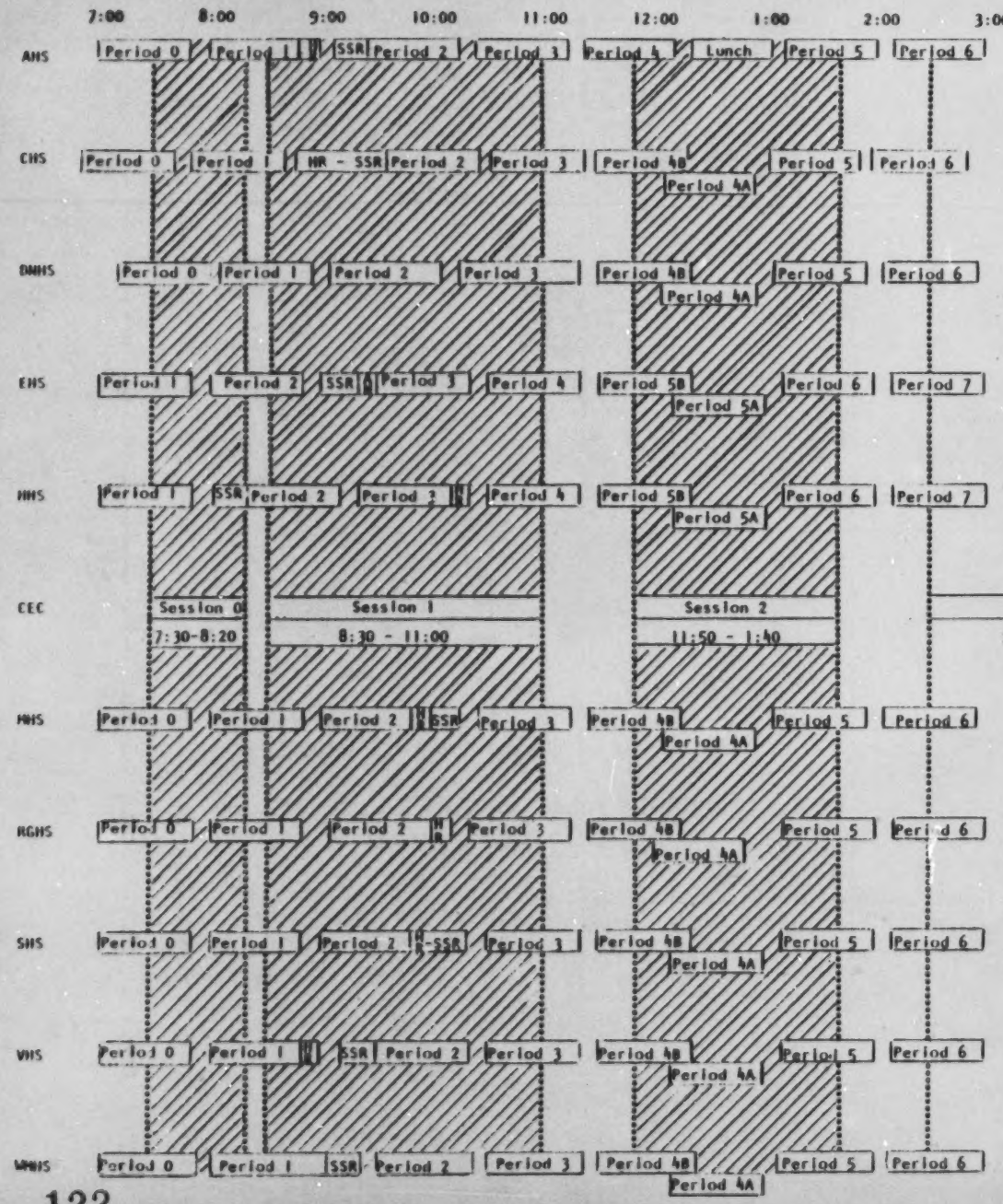
In order to ascertain the actual impact of these factors, two sources were relied upon: students' responses to questionnaire items, and an examination of enrollment records. Combined, these sources provide an accurate picture of the influence of logistical factors upon CEC enrollment.

Students who had not taken a CEC class were asked to identify the most significant obstacles to their enrollment in CEC. Forty-two percent stated that inconvenience of CEC's time schedules vis-a-vis the high schools had influenced them strongly or moderately. Overall, this obstacle was cited only less frequently than lack of room in course schedules and conflicts with extracurricular activities. Without further study, it is not possible to ascertain the exact nature of the time inconveniences cited. It would be reasonable to surmise that the perceived inconveniences relate either to the two-and-a-half hour length of CEC courses, to the lack of coordination between CEC and high school schedules, to the scheduling of the four sessions at CEC, or to all of these factors.

SCHEDULE COORDINATION BETWEEN CEC AND THE HIGH SCHOOLS

In general, the process of schedule coordination is currently one-sided: the ten high schools devise their schedules and CEC is forced to adjust. An examination of Figure 14, page 94, reveals the complexity of this task. Given the extreme diversity of high school schedules, it is very difficult for CEC to adjust its schedule accordingly. What makes it virtually impossible is the fact that,

Figure 14



1982-83

Time Schedule Chart

High Schools

and

Career Enrichment Center

SUMMARY

1. Students enrolled in Session 0 at CEC are not able to enroll in the 8:00 o'clock class at the home school.
2. Students enrolled in Session 1 at CEC miss three classes at the home school.
3. Students enrolled in Session 2 at CEC miss two classes at the home school.
4. Students enrolled in Session 2 at CEC normally do not enroll in the last period class at the home school because it is difficult to arrive in time for the class.
5. Students enrolled in Session 3 at CEC miss the last period class at the home school.
6. Session 4 is an evening class and does not interfere with the home school classes.

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Figure 15

TIME SCHEDULE ARTICULATION - CEC AND THE HIGH SCHOOLS

School

This chart depicts the number of minutes between bus arrival at CEC or the high school and the beginning of the next class.

	Arrive Home School	Home School Class Begins	Time to get to class	Home School Class Out	Time Bus Gets up Students	Time to get to bus	Bus Arrives at CEC	CEC Class Begins	Time to get to class	Arrive Home School	Home School Class Begins	Time to get to class				
CHS	11:25	11:28	3min	11:22	11:25	3min	11:48	11:50	2min	2:05	1:58	⟨7min⟩				
DNHS	11:30	11:30	0	11:20	11:31	11min	11:45	11:50	5min	2:10	2:05	⟨5min⟩				
EHS	11:23	11:30	7min	11:20	11:25	5min	11:45	11:50	5min	2:03	2:10	7min				
HHS	11:25	11:30	5min	11:20	11:25	5min	11:40	11:50	10min	2:05	2:10	5min.				
MHS	11:18	11:25	7min	11:15	11:18	3min	11:40	11:50	10min	1:58	2:05	7min.				
RGHS	11:18	11:25	7min	11:15	11:19	4min	11:45	11:50	5min	2:14	2:10	⟨4min⟩				
SHS	11:20	11:30	10min	11:20	11:19	⟨1min⟩	11:45	11:50	5min	2:14	2:10	⟨4min⟩				
VHS	11:13	11:30	17min	11:20	11:38	18min	11:48	11:50	2min	1:53	2:10	17min				
WMHS	11:31	11:30	⟨1min⟩	11:23	11:32	9min	11:45	11:50	5min	2:00	2:07	7min.				

Bus Schedules as set for 9-7-82

aside from the meetings of the high school assistant principals for curriculum, no means of communication, consultation and problem solving currently exists. CEC or a high school can theoretically change a schedule without any consultation and thus inconvenience students and the other school involved. Because CEC is dependent on the ten high schools for its enrollment, it is more vulnerable to changes. However, in the past, CEC also has made unilateral schedule changes that have inconvenienced students.

Since schedule coordination is such a complex issue, there is no hope of solution in one-sided efforts, however ingenious. Minor difficulties (see Figure 15, page 95, for details) and major misunderstandings still remain to be resolved. They cannot be resolved without a forum for problem resolution.

LENGTH OF CEC COURSES

Thirty per cent of the non-CEC students cited class length as a strong or moderate obstacle to enrollment. Because time is such a central issue to busy high school students, other factors may also be involved, such as conflicts with extracurricular activities and lack of room in course schedules.The two-and-a-half hour length of CEC courses ensures that students who attend CEC are very highly motivated. A student with little interest in a CEC course will simply not make the required sacrifice. The length of CEC courses is a highly selective factor.

The positive benefits of the two-and-a-half hour classes become apparent if we examine the questionnaire responses of current and former CEC students still in APS. Eighty-five percent of these students stated that in terms of hours per day, CEC courses were about the right length. Apparently, for those students who are interested enough to take a CEC course, course length is an advantage rather than a disadvantage.

CEC course length is thus a double-edged sword: it works to the advantage of those students who are highly motivated, but to the disadvantage of those students only marginally interested in a CEC course.

THE INFLUENCE OF CEC SESSION SCHEDULING

Figure 16, page 97 summarizes the actual enrollment and the capacity of the various CEC sessions for the Spring Semester, 1983.

FIGURE 16
CEC ENROLLMENT BY SESSION

SESSION	# OF CLASSES OFFERED	ENROLLMENT	CAPACITY	ENROLLMENT %
I	15	225	311	72%
II	15	188	294	64%
III	17	258	336	77%
IV	8	96	197	48%

Note: "O" Hour includes one course, Court Reporting, with an enrollment of 10 (capacity 15).

Sessions II and IV have the lowest enrollments on a percentage basis, with session IV being far lower. This pattern is consistent with patterns perceived by the CEC administration and instructional staff, who noted in interviews the reluctance of students to enroll in these two sessions.

The influence of session scheduling may be further verified by examining the enrollments of identical classes in different sessions (See Figure 17, below)

FIGURE 17
ENROLLMENT VARIANCE IN IDENTICAL COURSES BY SESSION

COURSE	SESSION I	II	III	IV	NOTICEABLE DIFFERENCE
Microbiology/ Epidemiology	8	10	NA	NA	NO
Human Animal	16	NA	NA	5	YES
Aerospace Pilot	15	NA	14	NA	NO
Aerospace Educ.	NA	13	NA	4	YES
Electronics I/ Digital Elect.	17	6	13	NA	YES
Building Trades	11	13	NA	NA	NO
Beauty Culture	40	21	43	30	YES
Computer Tech. Aide	16	16	NA	NA	NO
Advanced Math/ Fortran	NA	7	11	NA	NO
Advanced Data Processing (Based on Average Enrollments in the two sections)	21.5	24	15	24	YES
Word Processing	14	15	18	15	NO

The pattern is not perfectly consistent. Apparently, if a class, for example, word processing or data processing, is in enough demand, the session in which it is offered has little impact upon enrollment. For those classes with low enrollments, the impact is noteworthy. Thus, the offering of a class in Session II or Session IV does have an overall effect that is also highly differentiated according to the nature of the specific class.

The reasons for this are readily apparent. Session II conflicts with lunch and yields fewer credits than other sessions. Session IV lasts

until 8:10 p.m. It is not surprising that enrollments in these sessions should suffer.

TRANSPORTATION

Transportation difficulties are also a significant influence on enrollment. Most current and former CEC students (60%) took the CEC bus. Others drove, walked, or rode bicycles. Of the non-CEC students, 37.5% listed transportation difficulties as strong or moderate influences on their decision not to take a CEC class. The reason for this is self-evident. A long two-way bus trip to get to class is time-consuming and inconvenient. The difficulties are exacerbated by the fact that each bus picks up students from two high schools. This adds an extra burden onto an already inconvenient schedule.

CONCLUSIONS

The reasons for a student's decision against taking a CEC course are individual and complex. When 272 non-CEC students were asked what had prevented them from taking a CEC course, they cited a total of 1045 (3.8 per person) reasons as strong or moderate influences. An important decision such as whether or not to attend CEC is determined by a variety of factors. It is therefore unrealistic to expect that changes in transportation or scheduling alone will have a dramatic impact on student enrollment. If such a change is to occur, it will more likely be the result of other program improvements already proposed: role clarification, a more responsive curriculum, and improved communication with the high schools.

It is important to note that 36% of current and former CEC students saw transportation as an obstacle to enrollment in CEC; 21% did not believe that CEC courses fit in conveniently with their schedules; and 18% saw lack of coordination in time schedules between CEC and their high schools. In spite of these obstacles, these students still managed to attend CEC. This seems to illustrate that if a student wants to attend CEC badly enough, he or she will not let obstacles stand in the way.

This is not to say that changes in transportation and in scheduling could not profitably occur. CEC could investigate the feasibility of more flexible scheduling. For example, three-day-per-week classes for less credit and short-term seminars might draw large numbers of students who otherwise might not have the time for a CEC class.

The satellite centers originally mandated by the School Board policy might ameliorate transportation difficulties for students near the satellite centers. In addition, transportation could still be arranged to these centers. Possibly the same class could be offered in three or four different facilities across the city. Although such arrangements may not be feasible, they should be considered.

It is crucial that CEC survey students to ascertain the optimum logistical arrangements. Would short-term classes for variable credit be attractive? Would satellite centers draw students? Are the current CEC sessions scheduled appropriately? Only through an ongoing attempt to obtain student feedback can such questions be answered.

V.B. DOES CEC'S "ENRICHMENT" ORIENTED METHOD EFFECTIVELY SUPPLEMENT THE REGULAR HIGH SCHOOL PROGRAM?

CEC is defined in the School Board position paper as a career-enriching supplementary program. It is intended to be an extension of the high schools' programs in that it would offer courses which they cannot offer.

According to the survey data generated in this report, CEC is performing this role exceedingly well: 78% of CEC students still in APS agreed or strongly agreed that CEC courses and programs were a valuable supplement to their high school's curriculum. Only 3% disagreed or strongly disagreed. CEC graduates were equally emphatic: 78% gave positive responses while again a small number disagreed (6.9%). CEC parents saw the benefits of CEC as a supplementary program to an even greater extent than students: 96% agreed or strongly agreed. Not one parent disagreed that CEC was a valuable supplement to high school programs. Even a considerable number of non-CEC students (51%) felt that CEC was a valuable supplement. Of this group 37% expressed no opinion.

Among high school staffs, administrators (79%) and counselors (94%) agreed overwhelmingly that CEC was a valuable supplement to their schools' curricula. Only teachers were not definitively in agreement: 49% agreed or strongly agreed while 30% expressed no clear opinion. A substantial number of teachers (20%) disagreed or strongly disagreed. Once again, teachers' opinions are inconsistent with those of other groups. In this area, too, communication and articulation problems are evident.

The results of this question, in conjunction with already discussed perceptions concerning the success of CEC in general, give incontrovertible evidence that CEC is widely perceived as a valuable supplementary program in the Albuquerque Public Schools.

V.C. IF ANY UNIQUE EDUCATIONAL METHODOLOGIES ARE EMPLOYED AT CEC, HOW EFFECTIVE ARE THEY?

A wide variety of special methods were used frequently or occasionally at CEC, according to CEC students. The most commonly used method (mentioned by 85% of current and former students still in APS), was supervised individual work in the classroom. This practice is in keeping with the CEC's emphasis on increased time on task. This method, facilitated by the long class periods, is an integral

component of CEC's program design. Independent study outside the classroom, defined as teacher-guided research, not homework, was the next most commonly mentioned method (57%). Frequent student presentations to the class (41%), team teaching (41%), field trips (41%), and job shadowing (41%) were all frequently utilized. Interdisciplinary approaches (33%), and on-the-job work experience (20%) were also commonly utilized.

Thus, an impressive variety of educational methodologies is employed. The general trends are: an emphasis on in-depth, hands-on experience; significant student contact with the Albuquerque community; an interdisciplinary approach to education; an infusion of career education philosophy and practice into instruction; and a reliance on student responsibility and initiative.

As an aggregate, these methodologies reinforce CEC's role as a career education program that is based on an understanding of, and appreciation for, the relationship between school and work. Judging from enthusiastic student and parent reactions to the CEC program, these methodologies are effectively serving their purpose.

GOAL VI

TO COMPILE DATA ON THE UTILIZATION OF SPECIAL PROGRAMS AND SERVICES AND TO ASSESS THE IMPACT OF THESE PROGRAMS.

CAREER ENRICHMENT CENTER SPECIAL SERVICES

INTRODUCTION

The "special services" programs at CEC play a unique and crucial, yet largely invisible, role in CEC's program. Their role is unique and crucial because in many respects these special services are at the heart of CEC as a career education program as opposed to CEC as a traditional high school. And their role is invisible largely due to lack of extensive involvement of the high schools in the programs.

VI.A. HOW FREQUENTLY ARE THE SPECIAL SERVICES - PLANETARIUM, MEDIA SERVICES, SPECIAL INSTITUTES, AND GUIDANCE INFORMATION SYSTEM - UTILIZED? TO WHAT EXTENT DO STUDENTS EVALUATE THEM AS HELPFUL?

Figure 18, pp. 104-106, summarizes the special services offered by CEC and provides information on: who the program serves, how many are served, the rationale for the program, evaluative data on the program, and the description of the program.

Although these programs may, at first glance, appear to be a compilation of miscellaneous activities, they are manifestations of the career education philosophy which the CEC is intended to embody. They are also evidence of an attempt to relate the world of school to the business and educational communities.

The programs have a wide variety of target audiences, from elementary school students through mid school and high school students. In addition, many of the programs are the result of close cooperation and involvement with UNM, TVI, or the business community.

Frequently, the services are used to augment class content at the CEC. Often, they are part of an effort to extend education to new populations. Whatever the intent of an individual program, an examination of program records and correspondence demonstrates that they are extremely well-planned. Testimonials from parents, students, university staffs, and business and community leaders eloquently testify to the excitement they have generated among those involved.

MEDIA SERVICES AT CEC

Media Services plays an important role at the Career Enrichment. CEC has many specialized, one-of-a-kind courses and programs. Without effective media center support, many of these courses and programs would not have appropriate supplemental instructional materials, because these materials are not located anywhere else in APS.

The media center contains specialized collections that directly relate to CEC's instructional program. These include scientific and technical

Figure 18

SPECIAL SERVICES SUMMARY CHART

PROGRAM NAME	RESPONSIBLE PARTY	PURPOSE, GOALS, RATIONALE	TARGET POPULATION	FREQUENCY OF SERVICE	YEARS IN EXISTANCE	NUMBERS SERVED	EVALUATIVE DATA
Physician's Lecture Series	Dave Magruder Imogene Russell	Occupational exploration, stimulation of academic interest, health information	Available to high school students and teachers, CEC and non-CEC	10-15 lectures 2 hours each, throughout year	1976-77 to 1981-82		Not Applicable
Summer Science Research Assistant-ship	Dave Magruder Imogene Russell UNM-various departments	Students work with UNM Professors as research assistants for 10 weeks. They receive hands-on experience in Geology, Chemistry, Psychology Medicine, Engineering, Computer Science. Goals: provide significant research experience for high school students; entry into math and science; enhance UNM's image among talented students. Students receive stipends, if eligible. APS science teachers receive feedback from UNM re: preparation of students.	Highly motivated and able students selected by means of rigorous application process. Mostly seniors participate. Most plan to major in science in college.	8-10 weeks June - August 35-40 hours/ week.	1979-present	1979- 4 1980-24 1981-28 1982-31	Favorable letters from clients (including UNM). In a 1981 newsletter, UNM professors called it rewarding. Overall positive response from students and faculty (see letters at end of special services section)
Summer Mid School Program for Academically talented	Dave White Dave Magruder	Provide courses in astronomy, computer science, French, science for talented mid-school students. Courses based on a needs/interest survey done in 1978.	Since 1981 has been opened to 5th, 6th, 7th, and 8th graders. Criteria for selection: grades leadership, creativity.	2 hour/classes. 2 class maximum	1978-present	75-100 years	1977 evaluation included student and parent survey. High ratings were given by parents and students in almost all categories. Favorable letters from parents and students.
Student Shadow Program	Dave Magruder	Students interested in a career are matched 1-1 with representatives, trades, industrial community. They observe skills, discuss jobs responsibilities, examine work conditions. They also do independent research about the job.	CEC students by application. Applications are provided in a fall. Careful screening and preparation including an interview by Dave Magruder. Students take occupational interest inventories.	One 8 hour work day	1978-79 to present	100-150 students total (all years)	Evaluation forms are filled out by students. Hosts also fill out evaluation forms, including observations and suggestions.

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PROGRAM NAME	RESPONSIBLE PARTY	PURPOSE, GOAL, RATIONALE	TARGET POPULATION	FREQUENCY OF SERVICE	YEARS IN EXISTANCE	NUMBERS SERVED	EVALUATIVE DATA
Tours to local, state, international groups	Dave Magruder	Idea and resource diffusion. Public relations.	Albuquerque and out-of town high school students, community groups; international groups.	As arranged	Since opening		Positive response as demonstrated by letters, testimonials.
Field Trips	Dave Magruder	Tours of educational facilities, hospitals Sandia Labs, electronics plants, word processing facilities as applicable.	CEC students	As arranged-frequent	Since opening		Reactions from students and from hosts
Career and Educational speakers and conferences	Dave Magruder	Provide information to CEC students re: careers and educational enrichment opportunities. Closely integrated with academic program.	CEC students	As arranged	Since opening		Positive responses from students.
Guidance Information System	Rudy Miller Don Brockwell Marie Cain	Provide computerized college and occupational information. Includes financial aid, military careers, and 2 year school.	All APS high school students and St. Pius, Sandia Prep. High schools have terminals in counseling centers and computer classes	Continuous	First two years was available at CEC only Then terminals were placed in math departments at high schools. Four years ago terminals placed in counseling centers.	First years 3,000. Last Last 4 years 18,641. System is presently at capacity	Need for more terminals and phone lines. Positive reactions by high school counselors. Data in CEC questionnaire.
Planetarium	Richard Reif	Service to entire district primarily (90%) elementary students. Provides services to CEC Aerospace classes and Astronomy classes.	Elementary students. Tours from outside district.		One time tour	15,000-18,000 per year.	Evaluated every fall. Results are tabulated at end of year. Changes are made year by year in response. In 1981-82 a need assessment was done to increase correspondence with curriculum. Overwhelmingly positive results on evaluation forms.

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PROGRAM NAME	RESPONSIBLE PARTY	PURPOSE, GOAL, RATIONALE	TARGET POPULATION	FREQUENCY OF SERVICE	YEARS IN EXISTENCE	NUMBER SERVED	EVALUATIVE DATA
Media Services	Jack Atkins Kathy Braman	Provide materials (specialized collection) and facilities to support CEC instructional program. Impressive science and technology, foreign language, and career sections.	Materilas are available to CEC students and teachers. Also service is provided to other schools, as requested.		Since opening		Positive reactions from faculty Also see chart in media services narrative section.
Guidance and Counseling Services	Don Brockwell Marie Cain Dave Magruder	Provide academic and career counseling to CEC students. Classroom visitations on careers and college. Meet needs of students. Act as liaison between CEC and the high schools. Recruit students	CEC students, APS students APS counselors and administrators.	As required	Since opening		See special section.
Summer School	CEC Administration	Coordinate summer school opportunities for district. Set up programs at school sites, select staff, maintain records. CEC offers specialized summer school offerings	APS high school students	Annually	Since CEC opened	Approximately 2,500 per summer.	

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journals and monographs; up-to-date career related foreign language materials; computer education resources; and materials on colleges and careers. Because general resources are available at the regular high schools, this type of material is not carried.

The media center at CEC is open to use by all district students and staff. Primary users are the CEC students and faculty. Although students can utilize the media center materials, bus and time schedules are an obstacle. A more general use is through classroom visitations to the media center. CEC classes, because of their two-and-a-half hour length, allow time for relatively frequent media center visits. The media center is thus an important adjunct to classroom instruction.

The media center has a potentially large role to play in the diffusion of specialized materials to other high schools. The specialized and career-related materials can be circulated to teachers and could be used extensively. Some circulation of materials already occurs (see Figure 19, page 108. However this use could be expanded and could reinforce CEC's role as a management and resource center for career education.

Data from questionnaires confirms the supplementary nature of CEC media services. Among current and former CEC students still in APS, 76% reported having used the media center. Among the students who had graduated, the general pattern was much the same (60% use). The media center is being utilized relatively frequently.

The degree of student satisfaction with media services was quite high. Of those CEC students still in APS, 57% were very satisfied or satisfied, and 38% were neither satisfied nor dissatisfied. Among CEC graduates, 44% expressed satisfaction, while again there was a large percentage of neutral responses. Very little dissatisfaction was expressed by either group.

VI.B. WHAT ARE THE GOALS OF THE GUIDANCE AND COUNSELING PROGRAM AND HOW EFFECTIVELY ARE THEY BEING MET?

The CEC counseling program differs significantly from counseling programs in the traditional high schools. CEC counselors provide CEC students with many of the same services as traditional counselors: academic counseling, personal counseling, and career/life counseling. However, academic counseling is provided on a smaller scale. And, according to the CEC counselors, whereas individual counseling probbly constitutes the bulk of a regular high school counselor's role, counselors at CEC are most often involved in group and classroom presentations.

CEC counselors undertake a number of duties not performed by traditional high school counselors. They play a key role in

Figure 19

11/5/82

To : Dave White

From: Jack Atkins JA

Re : List of Organizations and Schools assisted by CEC

1. The Meeting Place has been used by:

Albuq. Archeological Society	District Computer Meetings
Albq. Assn. of Educational Secretaries	Meetings conducted by State Dept of Ed
Albq. Historical Society	APS/AFT Negotiators
District Sp. Ed. Meetings	APS Principals Meetings
Chamber of Commerce Committees	Numerous other district wide meetings
Physicians Lecture Series	conducted by Central Office Personnel

2. We have provided assistance (equipment, video taped off the air, copy of audio cassette tapes, etc.) to:

All 10 high schools	NM Vocational Council	TVI
19 middle schools	South Area Office	State Dept o
Albq. Opera Guild	Gas Co of NM	ER
Chamber of Commerce	Drug Enforcement Agency	
Central Office	US Army Recruiting	
Women In Science	Albq. Adult Training Center	
UNM	Presbytery of Santa Fe	
Albq. Retired Teachers	Albq. Academy	
Menaul School	St. Pius High School	
Sandia Prep	Coronado Academy	
State Science Teachers Assn.	Albq. Police Dept.	
Kearny State Un. (Nebr)	Society of Antique Tool Collectors	
Wherry Elementary School	Albq. Boy Scouts Office	
Albq. Red Cross Office	NM Media Assn.	
NM Library Assn.	Martineztown House of Neighborly Service	

3. The APS Spanish Collection has been used by 12 grade schools, 4 middle schools, 2 high schools, the Migrant Program and the Cross Cultural Program.

4. We have loaned textbooks to UNM, Menaul School, Highland HS, Cibola HS and Eldorado HS.

5. We have provided reference research for 4 high schools, 3 middle schools and the NM Library Assn.

6. Career materials have been loaned to 4 middle schools, 5 high schools, Title Programs at the State Dept. of Ed., Moriarty School District, UNM, Ramah School District and the NM Library Assn.

7. I average 1 call a week from other schools, churches, businesses and social agencys requesting advice on hardware and software in the audio visual field--sources, prices, capabilities of various kinds of equipment, etc.

8. The above information has been taken from memory, notes in calendars, etc. I suspect it is incomplete but gives a good example of our "outreach". Some of the assistance provided is as simple as splicing a film while other requests for assistance have required days of research or effort.

communication with the high schools. Talking with teachers, counselors, and administrators, they gather information on reactions to CEC courses and programs, and suggestions for improvement. They are instrumental in distributing information to high school staffs and potential students. According to the assistant principals for curriculum whom I interviewed, this task is being performed very efficiently.

One CEC counselor function that deserves special mention is that of orientation and recruitment. CEC counselors spend many hours at the high schools providing students with information on courses and answering questions. In addition, they cooperate closely with high school counseling staffs to ensure the dissemination of program information.

CEC counselors also serve students in CEC classes. In the fall they visit classrooms to provide college information. In spring, the major thrust is toward careers. Both teachers and counselors provide career information and bring in speakers to discuss such topics as job application procedures, grooming, and writing resumes.

Evaluative data on the counseling program comes primarily from questionnaires. This information has limitations, chiefly because CEC counselors play a supplementary role in the provision of services and information to students. The first and most significant source of information for most students is the home school counselor. This fact, along with the fact that most CEC students are only at CEC for a semester or a year, would explain why so many neutral responses were given by CEC students regarding counseling services.

A significant number of students reported receiving college information from a counselor (29% of those students still in APS). This would primarily have occurred in group presentations, rather than in individual counseling sessions. In addition, 37% remembered having received career or job information.

The large number of students who remembered receiving college (49%) or career (63%) information from their teachers is highly significant. This is a prime example of the CEC career education philosophy permeating the instructional program.

Most students reported rarely or never utilizing the counseling services. This is understandable given the fact that the CEC counseling program supplements counseling programs at the regular high school and does not seek to compete with regular high school counselors. Of CEC students still in APS, 8.8% reported frequent use of services, while 16.5% reported occasional use. Of those former CEC students who have graduated, 3.5% reported frequent use while 14% reported occasional use. The overall use patterns thus seem consistent over the years.

In terms of satisfaction with counseling services, 49% of the CEC students still in APS reported moderate or high satisfaction. Many students (44% of students still in APS; 68% of CEC who had graduated) reported neutral feelings. Very little dissatisfaction was reported by either group.

In summary, CEC counselors perform a variety of roles, many of them not performed by high school counselors. They counsel students individually and in groups, facilitate articulation, provide career and college information, present workshops, and act as resources.

There is one area where CEC counseling services to the high schools could be expanded. CEC counselors, with their community contacts, could be an invaluable aid to counselors in the high schools. They could assist with career materials and in setting up career fairs as applicable. These efforts would provide increased visibility for CEC and additional services to students.

SUMMARY AND RECOMMENDATIONS

SUMMARY AND RECOMMENDATIONS

Following is a compendium of the answers to the various evaluation questions addressed in this study.

I.A. TO WHAT EXTENT DOES CEC CLEARLY DEFINE AND CONTINUOUSLY REASSESS ITS PROGRAM GOALS AND OBJECTIVES?

CEC was originally defined by the Board of Education as the principal embodiment of the career education concept in APS. It was to fulfill this purpose by offering career-oriented (academic, vocational, or avocational) courses and program and by serving as the district's management and diffusion center for career education.

This role has not been clearly defined by APS or by CEC. Program literature does not consistently identify CEC with career education, and program goals and objectives do not reflect CEC's career education origins and philosophy. Rather, they are reflective of a program that is not clearly distinguishable from the traditional high school program. In addition, although goals and objectives are reassessed by the CEC staff on an informal and non-systematic basis, no formal process of goal reassessment exists.

I.B. TO WHAT DEGREE IS THERE AN INFORMED CONCENSUS CONCERNING CEC'S STAFF AND CLIENT POPULATIONS?

There is confusion in the district regarding CEC's identity. Rather than comprehending CEC's nature as a career education program, students, parents, and school staffs viewed CEC as an isolated institution offering supplementary enrichment classes. This identity is only one component of CEC's identity as defined by the School Board.

I.C. TO WHAT EXTENT DO CEC'S CLIENTS PERCEIVE ITS ORIGINAL GOALS AND OBJECTIVES AS STILL APPROPRIATE?

Although there was a general consensus on the part of district administrtors and school staffs that CEC's goals were appropriate, the limited understanding of CEC's intended role in APS as a career education center severely limits the accuracy of this assessment.

I.D. TO WHAT EXTENT DO CEC'S CLIENTS AND STAFF BELIEVE THAT CEC HAS ACHIEVED ITS PROGRAM GOALS AND OBJECTIVES?

In spite of the limited understanding of CEC's Board-mandated role in APS, most groups surveyed viewed CEC as a highly successful program. CEC students, CEC parents, and CEC teachers, in particular, gave an overwhelmingly positive endorsement to CEC's program. The only exception to this pattern was high school teachers, less than half of whom saw CEC as a successful program.

I.E. TO WHAT EXTENT AND HOW EFFECTIVELY, DOES CEC INTERFACE WITH THE BUSINESS AND EDUCATIONAL COMMUNITY ON MATTERS OF MUTUAL CONCERN?

CEC has significant and potentially highly productive contacts with the business and educational community in Albuquerque. However, the practical effect of these contacts has been limited by under-utilization of CEC's advisory committees and by lack of staff time to fully cultivate and exploit community relationships.

I.F. HOW DOES CEC DEFINE ITS TARGET STUDENT POPULATION AND HOW APPROPRIATE IS THIS DEFINITION?

CEC appropriately defines its role as providing services to all eligible and motivated students. Demographic data on CEC students verfies that CEC does serve a broad range of students.

II. A. WHAT IS THE OVERALL CURRICULUM DEVELOPMENT PROCESS AND HOW RESPONSIVE IS IT TO STUDENT AND COMMUNITY NEEDS?

CEC's original curriculum was developed as the result of a needs assessment undertaken by the APS Instructional Division in conjunction with the New Mexico Employment Security Division. CEC's curriculum has not changed significantly since it opened. CEC does not have a systematic process for the ongoing reassessment of extant courses and programs or for the development of new courses and programs.

II. B. WHAT ARE THE ENROLLMENT PATTERNS IN THE VARIOUS COURSES AND PROGRAMS, AND WHAT IMPLICATIONS DO THESE ENROLLMENT PATTERNS HAVE FOR CURRICULUM?

Student demand for beauty culture, data processing and computer science, and word processing cannot be met. In building trades, electronics, and nursing, a rough equivalence between supply and demand exists. Science, foreign language, and aerospace education are typically under-enrolled. Because of the lack of a needs assessment process, it is impossible to ascertain definitively the reasons for low enrollments. Courses with significant societal utility (science, foreign language) should not necessarily be dropped due to low enrollments. Rather, CEC, as APS' career education center, should coordinate attempts to help district students understand the relationship between such programs and their future lives.

II. C. WHAT FACTORS INFLUENCE ENROLLMENT IN THE VARIOUS COURSES AND PROGRAMS?

Enrollment in various courses and programs is primarily influenced by (in descending order): interest in the course; the degree to which the course prepares students for a specific job or career; career exploration; college preparation; and earning credits to make up graduation deficiencies.

II. D. TO WHAT EXTENT ARE COURSE AND PROGRAM GOALS DEFINED AND EVALUATED IN TERMS OF THEIR FUNCTION AND UTILITY?

The CEC administration and instructional staff have a clear and comprehensive understanding of the utility of the various courses to students. However, due to lack of a formal needs assessment process, CEC is unable to determine whether the stated utility of a course is greater or smaller than the utility of other possible courses that are not offered at CEC.

III. A. IN WHAT WAYS AND HOW EFFECTIVELY IS CURRICULUM COORDINATED WITH THE REGULAR HIGH SCHOOLS?

CEC's curriculum and the high schools' curricula are not coordinated on a systematic basis. The efforts at coordination that do exist are one-sided, informal, and inconsistent.

III. B. HOW DO KEY GROUPS - ADMINISTRATORS, COUNSELORS, TEACHERS, STUDENTS - IN THE HIGH SCHOOLS PERCEIVE CEC IN TERMS OF COMMUNICATION, COOPERATION, AND COORDINATION?

High School administrators and counselors perceive CEC as effectively communicating and cooperating with their schools. High school teachers, however, did not believe there was significant cooperation between CEC and their schools.

III. C. HOW DO KEY GROUPS IN CEC PERCEIVE THE HIGH SCHOOLS IN TERMS OF COMMUNICATION, COOPERATION, AND COORDINATION?

CEC administrators and counselors saw satisfactory cooperation between the high schools and CEC. CEC teachers, like high school teachers, saw little evidence of cooperation.

III. D. WHAT ARE THE ENROLLMENT PATTERNS VIS-A-VIS INDIVIDUAL HIGH SCHOOLS AND WHAT FACTORS INFLUENCE THESE PATTERNS?

The following high schools have sent a relatively large percentage of their students to CEC in the past three years (compared with the overall district average): Albuquerque High School, Eldorado High School, Highland High School, Valley High School. Sandia High School and Rio Grande High School have recently sent an average percentage of students to CEC. Cibola High School, Del Norte High School, Manzano High School, and West Mesa High School have sent a relatively small percentage of students to CEC recently. Enrollment is determined by a multitude of factors, mainly related to student time availability and scheduling. Lack of support among high school staffs was not a major deterrent to student enrollment.

III. E. HOW EFFECTIVE IS THE PROCESS BY WHICH CEC DELIVERS PERTINENT INFORMATION TO STUDENTS?

CEC's information delivery system is inadequate in that efforts are unilateral. Although CEC distributes a wealth of information to the schools, it does not effectively utilize the existing communication channels in the high schools, for example, School Improvement Teams, to enlist cooperation. High school teachers, especially, need to be more deeply involved in the information delivery process.

III. F. WHAT ROLES DO CEC AND HIGH SCHOOL STAFF MEMBERS UNDERTAKE - IDEALLY AND IN ACTUALITY - IN PROGRAM ARTICULATION?

Ideally, CEC administrators, counselors, and department chairpersons work with their counterparts in the high schools to ensure program coordination. In actuality, little systematic and consistent articulation and communication is occurring due to the lack of institutional arrangements.

IV. A. WHAT IS THE NATURE OF THE ADMINISTRATIVE STYLE AT CEC AND HOW EFFECTIVE IS IT?

The CEC administration places its primary emphasis upon efficiency of operation and the encouragement of maximum staff and student performance. The administration has been successful in providing leadership to an outstanding instructional program. Some staff members expressed concerns about the administrative style. The resolution of such issues should be accomplished through the School Improvement Team.

IV. B. TO WHAT EXTENT DO STUDENTS, FACULTY, ADMINISTRATION, AND PARENTS HAVE A POSITIVE ATTITUDE CONCERNING CEC?

Students, faculty, administration, and parents have an extremely positive view toward CEC. Students were especially impressed with the quality of the academic program, with the quality of student-teacher relationships, and the relevance of CEC's program to their academic and occupational needs. Faculty members were extremely proud of CEC's program.

IV. C. HOW EFFECTIVE IS COMMUNICATION AND COOPERATION WITHIN CEC?

Communication and cooperation between teachers and students was rated highly by both students and faculty. Faculty members had a positive view of teacher-to-teacher communication. Some disagreement was expressed concerning the quality of staff-administration communication.

IV. D. HOW DO STUDENTS AND STAFF PERCEIVE THE AESTHETICS AND FUNCTIONALITY OF THE FACILITIES, AND HOW DO THESE PERCEPTIONS AFFECT THEIR ATTITUDES AND PERFORMANCE?

In general, attitudes toward the facilities at CEC is highly positive. The quality of the facilities helps to support the excellence of the instructional program. The need for additional space was expressed by many CEC staff members.

IV. E. WHAT IS THE STATE OF STUDENT AND STAFF MORALE AND WHAT FACTORS HAVE INFLUENCED IT?

Student morale is high, due to the quality of the instructional program. Students expressed a desire for increased student identification with CEC. Staff morale is relatively high, in spite of the presence of many discouraging factors. Negative influences on morale include: the lack of recognition of CEC in the Albuquerque Public Schools; the anxiety produced by low enrollments and the resulting threat of staff reduction; and communication difficulties within CEC.

IV. F. TO WHAT EXTENT ARE ONGOING INTERNAL PROGRAM ASSESSMENT PROCEDURES EMPLOYED? WHAT IS THE EFFECT OF THE PRESENCE OR ABSENCE OF THESE PROCEDURES ON THE INSTITUTIONAL CLIMATE?

No systematic and thorough problem identification and resolution procedures are employed. This lack has resulted in the absence of a sense of direction among some CEC staff members. The lack of systematic internal assessment procedures may be related to morale difficulties at CEC.

V. A. WHAT LOGISTICAL FACTORS EITHER ENCOURAGE OR DISCOURAGE STUDENT ENROLLMENT?

Transportation and scheduling conflicts are two of the many obstacles to enrollment at CEC listed by students who had not taken a CEC course. The resolution of scheduling difficulties is impeded by the lack of an institutionalized process for conflict resolution. The burden for adaptation has fallen heavily on CEC. However, even an improved scheduling and transportation system would not by itself significantly increase student enrollments. Improved communication and articulation with the high schools, a more effective information delivery system, a more responsive curriculum, and a more adequately understood role would be more effective.

V. B. DOES CEC'S "ENRICHMENT" ORIENTED METHOD EFFECTIVELY SUPPLEMENT THE REGULAR HIGH SCHOOL PROGRAM?

CEC students and CEC parents overwhelmingly endorsed CEC as an effective enrichment-oriented supplement to the regular high school program. High school administrators and counselors saw CEC as an effective supplement, whereas more than half of the teachers did not.

V. C. IF ANY UNIQUE EDUCATIONAL METHODOLOGIES ARE EMPLOYED AT CEC, HOW EFFECTIVE ARE THEY?

Unique educational methodologies - individual study in the classroom, independent study, field trips, team teaching, student presentations to the class, job shadowing, interdisciplinary approaches - were commonly utilized at CEC. Student and parent endorsement of CEC's instructional program reaffirms their effectiveness.

VI. A. HOW FREQUENTLY ARE THE SPECIAL SERVICES - PLANETARIUM, MEDIA SERVICES, SPECIAL INSTITUTES, AND GUIDANCE INFORMATION SYSTEM - UTILIZED? TO WHAT EXTENT DO STUDENTS EVALUATE THEM AS HELPFUL?

The special services at CEC are utilized frrequently by CEC students and other district students. The services are well-planned and well-administered. Testimonials from students and parents confirm the success of these services.

VI. B. WHAT ARE THE GOALS OF THE GUIDANCE AND COUNSELING PROGRAM AND HOW EFFECTIVELY ARE THEY ACHIEVED?

The CEC guidance and counseling program provides services to students and articulation and communication with district high schools. Services to students include: college information, career information, Guidance Information System data on colleges, careers and financial aid, and academic and personal counseling, as appropriate. Articulation and communication efforts include public relations and problem solving efforts, as well as the ongoing exchange of information about CEC courses and programs.

According to data gathered, guidance and counseling services are effectively achieving their goals.

RECOMMENDATIONS

I. INSTITUTIONAL ROLE AND IDENTITY

A. The Albuquerque Public Schools School Board should reaffirm its support for career education and clarify its definition of CEC as the career education management center for the district.

B. CEC should re-state its program goals and objectives in order to accurately reflect its identity as the district's career education center. This clarified role should be reflected in all program literature. Program goals should be continually re-assessed to ensure that they are appropriate.

C. The present Director of Career Education in the Albuquerque Public Schools is also Director of the Career Enrichment Center. Administrative duties at the Career Enrichment Center do not allow him sufficient time for development of career education programs. The Albuquerque Public Schools should have a full-time Director of Career Education who has the time and resources to advocate and promote the infusion of career education philosophy and programs into the schools. Two full-time directors are needed: One for career education and one for the Career Enrichment Center. The career education director could promote career education inservice, ensure the articulation of career education programs, and manage alternative programs in the district.

D. If, due to financial constraints, a career education director cannot be appointed immediately, the Career Enrichment Center should report directly to the Associate Superintendent for Instruction.

E. Under the supervision of the career education director, and with the assistance of the CEC staff and relevant school personnel, career education in the schools should be supported and expanded. Career education programs such as the Career Guidance Institute, the Student Shadowing Program, and job placement services should be coordinated by the director of career education through the Career Enrichment Center.

F. The district should clarify the relationships between career education, occupational education, and academic education and clearly define their individual and collective roles in APS.

G. Relationships between CEC and the business, industrial, and educational community need to be nurtured and strengthened through active advisory committees and expanded articulation programs. The benefits of these relationships need to be diffused to all schools in the district via expanded services.

H. In keeping with the career education philosophy, CEC should continue to offer a blending of academic, vocational, and avocational courses and programs.

I. The success of CEC in creating an effective career education instructional program should be publicized. The successful embodiment of the career education philosophy in CEC's instructional program should become a source of pride for the district and the community.

J. Since career education is for all students, CEC should continue to serve the broadest possible range of students. Services to some groups- adults and special education students, for example- should be expanded, if possible.

K. CEC should survey former CEC students at regular intervals in order to adequately assess its program. Such follow-up studies could assist in the identification of program needs regarding curriculum and special services.

II. CURRICULUM AND THE CURRICULUM DEVELOPMENT PROCESS

A. CEC should undertake formal needs assessment at frequent and regular intervals in order to ensure curricular relevance. Students, parents, high school staffs, district administrators, and the business-industrial community should be included in such surveys.

B. CEC department chairpersons should be given additional time- for example, during the summer- to develop curriculum.

C. CEC curriculum development should be a joint process involving schools, district, and area administrations. Joint planning should be ensured through the use of active advisory committees.

D. If a thorough needs assessment confirms curriculum expansion needs suggested in the present study, CEC's curriculum should be expanded. Expansion courses should maintain the balance among academic, vocational, and avocational courses.

E. Courses and programs with an inherent societal significance (for example, science, foreign language) should not summarily be dropped due to low enrollments. Rather, CEC, working with the high schools and the central and area administrations, should undertake increased career education efforts to educate students on the value of such courses.

F. All CEC courses need not be offered every year. If yearly demand is insufficient, courses could be offered on a bi-annual basis.

G. CEC's curriculum should be viewed as flexible and innovative. District support should be given to appropriate CEC efforts to provide an innovative, enriching curriculum.

H. If CEC's curriculum is expanded, the use of satellite facilities should be explored. Qualified regular high school staff members could teach CEC-sponsored courses at their own schools, as facilities permitted. These could be offered after the regular school hours and transportation could be provided.

III. ARTICULATION AND COMMUNICATION

A. All planning involving CEC curriculum, transportation, scheduling, special services, etc. should be envisioned as a joint planning process between CEC and the high schools. Problem resolution should be operationalized through advisory committees.

B. A staff exchange program involving CEC staff and high school staffs should be instituted, if feasible. Such a program could provide articulation benefits and increased school-based support for CEC.

C. CEC course descriptions should be modified so as to include more complete information regarding course rationales and the potential target student population.

D. The strengthening and clarification of CEC's role in the district and the expanded provision of CEC services to the high schools should alleviate many communication difficulties.

E. High school teacher visitations to the Career Enrichment Center should be encouraged.

IV. SCHOOL CLIMATE

A. The effective leadership of the CEC administration in creating an excellent instructional program should be recognized.

B. Difficulties regarding communication between the CEC administration and staff should be resolved through the CEC School Improvement Team.

C. The overwhelmingly positive attitudes toward CEC expressed by students, parents, and staff should be recognized and publicized.

D. The space limitations which restrict expansion of programs at the central facility could be ameliorated through the employment of of CEC satellite centers throughout the district.

E. Issues having a negative influence on staff morale should be further clarified. The district and the high schools should lend their support to CEC in an effort to resolve the issues in which they play a role. Internal difficulties should be resolved through the School Improvement Team.

F. CEC should employ more effective problem identification and resolution procedures in order to ensure the continued successful operation of CEC's program and the welfare of the CEC students and staff.

V. LOGISTICS AND METHODOLOGY

A. Transportation and scheduling conflicts should be resolved through joint high school-CEC advisory committees. Any unresolved conflicts should be referred to the Associate Superintendent for Instruction.

B. CEC should survey students in order to determine optimum scheduling and transportation policies.

C. Flexible course scheduling (three-day-per-week courses, short-term courses, for example) could add adaptability to CEC's program and increased access to students. The options should be explored through needs assessment and the advisory committee structure proposed above.

D. Successful career education methodologies (infusion of career education concepts, independent study, for example) should be communicated to the district via inservice and advisory committees.

VI. SPECIAL SERVICES

A. Working with the schools, CEC should coordinate a job placement program for APS students.

B. Working with the schools, CEC should coordinate career education related work study programs (for example, job shadowing, field trips).

C. CEC should be a resource for schools in organizing job site visitations, career fairs at schools, and other career education activities.

D. CEC media services should be more widely publicized as a resource for all APS teachers and students. The specialized nature of CEC collections should be emphasized.

E. CEC special services should visibly relate to career education. Program publicity should reflect this relationship.

F. CEC should coordinate career education programs in the district such as the Career Guidance Institute. Such efforts would be following the School Board policy, which states that CEC is the district management center for career education.

G. CEC special services should be open to all eligible students in the district, not just CEC students.

H. CEC special services staff should establish communication networks with schools (especially counselors) for developing community relationships. CEC should not be the sole responsible institution or beneficiary of such networks.

I. CEC should be provided with sufficient staff to provide special services for all schools in the district, as outlined in the previous recommendations.

APPENDIX I

QUESTIONNAIRES AND QUESTIONNAIRE RESULTS

N = 87

CEC QUESTIONNAIRE - FORMER STUDENTS

CEC DELIVERY OF SERVICES EVALUATION

Please select the single best answer to the following questions. Fill in the number of that answer in the space to the LEFT of the question.

Example:

__2__ I live in _____

1. Arizona
2. New Mexico
3. California

_____ 1. I attended _____ High School.

5	1. Albuquerque	5	6. Manzano
4	2. Cibola	7	7. Rio Grande
4	3. Del Norte	7	8. Sandia
12	4. Eldorado	14	9. Valley
4	5. Highland	7	10. West Mesa

_____ 2. I graduated in _____

45	1. 1982	1	3. 1980
40	2. 1981	1	4. 1979
		0	5. Did not graduate

__1__ 3. I am currently

29	1. Working	1	4. In the military
44	2. Attending College	3	5. Other
9	3. Attending Vocational School (for example TVI, Beauty School, Secretarial School)		

_____ 4. My grade point average was approximately _____

21	1. 3.5 (A-) or above	1	4. 1.0 (D) to 1.9 (C-)
38	2. 3.0 (B) to 3.4 (B+)	0	5. Below 1.0 (D)
3	3. 2.0 (C) to 2.9 (B-)	6	6. Don't know

_____ 5. I have taken _____ CEC courses

61	1. One		3. Don't remember
26	2. More than one		

Items 6-11 list programs at the Career Enrichment Center. For each item, please mark in the space to the LEFT:

1 - if you took one or more CEC courses in this program
2 - if you did not take one or more CEC courses in this program
3 - if you don't know or don't remember

1-24 2-57 3-1 0-5 _____ 6. Business (for example: Data Processing, Court Reporting)

1-18 2-52 3-3 0-14 _____ 7. Mathematics (for example: Advanced Math, Computer Science)

1-14 2-60 3-2 0-11 _____ 8. Home Economics (for example: Beauty Culture)

1-10 2-61 3-2 0-14 _____ 9. Industrial Arts (for example: Drafting, Electronics)

1-7 2-66 0-14 _____ 10. Foreign Language (for example: Latin, Spanish)

1-23 2-52 0-12 _____ 11. Science (for example: Geology, Botany/Genetics)

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CEC QUESTIONNAIRE - FORMER STUDENTS - CEC DELIVERY OF SERVICES EVALUATION

Questions 12-17 list possible reasons why a student might take a CEC course. For each item please mark:

1 - if the reason was important to you
2 - if the reason was not important to you
3 - if you don't know/aren't sure

1-77 2-4 3-4 12. Prepare for a specific job/career
1-66 2-17 3-3 13. Prepare for college
1-82 2-2 3-1 14. Interest in the course
1-71 2-13 3-2 15. Learn more about a job/career
1-19 2-61 16. Make up credits for graduation
1- 12 17. Other

Below is a list of goals. In your opinion, which of them were goals of the Career Enrichment Center? For each statement, please mark to the best of your knowledge:

1 - if it WAS a goal of the CEC
2 - if it WAS NOT a goal of the CEC
3 - if you DON'T KNOW/AREN'T SURE

Example:

1 1. To provide classes for students in the Albuquerque Public Schools

Since it is a goal of CEC to provide classes for students in APS, "1" is the appropriate answer

1-59 2-10 3-18 18. To provide one or more job traning programs that lead to a license or certificate (for example: building contractor, nurse)
1-34 2-34 3-19 19. To provide classes for students who need extra help with school (for example: Basic English, Basic Math)
1-79 2-3 3-5 20. To provide college preparatory classes
1-51 2-14 3-22 21. To assist students in job placement
1-82 2-2 3-3 22. Offer courses that are NOT offered at the home high school
1-50 2-25 3-12 23. Give students the chance to explore a hobby
1-29 2-38 3-20 24. To offer courses primarily for juniors and seniors
1-21 2-37 3-29 25. To teach students to enjoy the fine arts

Please indicate your opinion about the emphasis that the Career Enrichment Center placed on each of the following subject areas or programs. Do not be concerned whether your answer is "right" or "wrong." It is your opinion that is important.

1 - if there was HIGH emphasis
2 - if there was MEDIUM emphasis
3 - if there was LOW emphasis
4 - if there was NO emphasis
5 - NO OPINION

1-35 2-32 3-8 5-19 26. Business

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CEC QUESTIONNAIRE - FORMER STUDENTS - DELIVERY OF SERVICES EVALUATION

1 - if there was HIGH emphasis
2 - if there was MEDIUM emphasis
3 - if there was LOW emphasis
4 - if there was NO emphasis
5 - NO OPINION

1-54 2-21 3-4 4-2 5-4 27. College Preparatory Classes
1-62 2-16 5-8 28. Computer Education
1-14 2-20 3-15 4-10 5-25 29. English
1-5 2-14 3-12 4-27 5-30 30. Fine Arts (for example: Music, Art, Drama)
1-17 2-31 3-13 4-7 5-18 31. Home Economics (for example: Foods, Clothing, Fashion Trades)
1-22 2-24 3-10 4-6 5-25 32. Industrial Arts (for example: Metals, Drafting, Construction)
1-34 2-30 3-8 4-1 5-13 33. Mathematics
1-36 2-21 3-5 4-5 5-19 34. Modern and Classical Languages
1-56 2-15 3-4 5-12 35. Science
1-12 2-21 3-14 4-14 5-33 36. Social Studies
1-34 2-20 3-8 4-3 5-16 37. Vocational Education (job training) for example: auto mechanics, nursing, office occupations
1-12 2-13 3-8 4-14 5-40 38. Work Study Program (credit for working)

Please indicate your opinion about the emphasis that the Career Enrichment Center should place on each of the following subject areas or programs. Again, it is your opinion that is important here. Please mark in the space provided.

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

50 2-29 3-3 4-1 5-4 39. Business
1-75 2-8 3-3 4-1 40. College Preparatory Classes
1-73 2-13 3-1 41. Computer Education
1-45 2-38 3-10 4-2 5-2 42. English
1-21 2-34 3-17 4-8 5-6 43. Fine Arts (for example: Music, Art, Drama)
1-30 2-32 3-21 4-11 5-3 44. Home Economics (for example: Foods, Clothing, Fashion Trades)
1-48 2-25 3-9 4-2 5-3 45. Industrial Arts (for example: Metals, Drafting, Construction)
1-64 2-22 5-6 46. Mathematics
1-31 2-39 3-11 4-3 5-3 47. Modern and Classical Languages
1-67 2-17 3-2 5-1 48. Science
1-26 2-35 3-13 4-7 5-6 49. Social Studies
1-51 2-26 3-6 4-2 5-2 50. Vocational Education (for example: auto mechanics, nursing, office occupation)
1-34 2-31 3-7 4-7 5-7 51. Work Study Program (credit for working)

CEC QUESTIONNAIRE - FORMER STUDENTS - CEC DELIVERY OF SERVICES EVALUATION

For questions 52-59, please mark in the space provided:

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with the statement
5 - if you STRONGLY DISAGREE with the statement

1-65 2-20 3-2 52. The CEC is a successful program

1-48 2-30 3-7 4-2 53. The CEC plays an important role in the Albuquerque Public Schools

1-4 2-15 3-22 4-35 5-11 54. CEC courses are primarily for students with high grades

1-15 2-32 3-18 4-13 5-7 55. I received enough information about CEC before enrolling

1-33 2-32 3-13 4-6 5-3 56. CEC courses did fit in conveniently with the rest of my class schedule

1-45 2-22 3-14 4-5 5-1 57. CEC's courses and programs were a valuable supplement to the courses and programs at my home school

1-40 2-23 3-23 4-1 58. CEC helped me to make better career-related decisions

1-34 2-28 3-27 4-3 5-3 59. CEC helped prepare me academically for college

1-32 2-27 3-24 4-2 5-2 60. CEC helped to prepare me for a job/career

How often did you use the following services provided by the Career Enrichment Center? Please mark in the space:

1 - if you frequently used the service
2 - if you occasionally used the service
3 - if you rarely used the service
4 - if you never used the service
5 - if you don't know or don't remember

1-9 2-24 3-20 4-34 61. Media Services - Library

1-2 2-14 3-36 4-35 62. Planetarium

1-11 2-28 3-17 4-30 5-1 63. Guidance Information System - Computerized information on colleges, careers, financial aid

1-3 2-12 3-14 4-53 5-5 64. Counseling Services

1-3 2-6 3-1 4-69 5-8 65. Special Institutes - for example: summer gifted program,

How satisfied were you with the following services. Please mark:

1 - if you were very satisfied
2 - if you were satisfied
3 - if you were neither satisfied nor dissatisfied
4 - if you were dissatisfied
5 - if you were very dissatisfied

1-52 2-10 3-4 4-1 66. Academic courses. Please consider the overall quality of courses you have taken at CEC

1-14 2-24 3-46 4-2 67. Media Services

1-24 2-17 3-40 4-2 5-3 68. Planetarium

1-18 2-20 3-45 4-3 69. Guidance Information System

2-17 3-59 4-1 5-1 70. Counseling Services

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THANK YOU FOR YOUR TIME AND COOPERATION

161

PLN:kmh

N = 272

Results

STUDENT QUESTIONNAIRE

CEC DELIVERY OF SERVICES EVALUATION

Please select the single best answer to the following questions. Fill in the number of that answer in the space to the LEFT of the question.

Example:

2 I live in _____

1. Arizona
2. New Mexico
3. California

_____ 1. I attend _____ High School

22 1. Albuquerque
30 2. Cibola
37 3. Del Norte
19 4. Eldorado
7 5. Freedom
31 6. Highland
35 7. Manzano
15 8. Rio Grande
28 9. Sandia
18 10. Valley
28 11. West Mesa
4 12. Evening School

0-2

_____ 2. I am in the _____ grade

6 1. 9th
86 2. 10th
95 3. 11th
83 4. 12th

0-2

_____ 3. My grade point average is _____

21 1. 3.5 or above (A- or above)
68 2. 3.0 - 3.4 (B to B+)
118 3. 2.0 - 2.9 (C to B-)
14 4. 1.9 or lower (C- or lower)
46 5. Don't know, not sure

0-5

_____ 4. Six months after I leave school, I plan to be:

44 1. Working
122 2. Attending College
45 3. Attending Vocational School (for example: TVI, Beauty School, Secretarial School)
30 4. In the military
10 5. Other
11 5. Don't know

0-2

_____ 5. How familiar are you with the Career Enrichment Center (CEC)?

25 1. Very familiar, I know what the program is and specifically what courses and programs are offered
139 2. Somewhat familiar, I have a general idea of what CEC is
78 3. Somewhat unfamiliar, I have heard of CEC, but I'm not sure what it is
27 4. Unfamiliar, I have not heard of the Career Enrichment Center

5-1
0-2

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STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

How have you learned about the CEC? For each source of information please mark in the space to the left:

1 - if you have learned about CEC from this source
2 - if you have not learned about CEC from this source
3 - If you don't remember

1-130 2-93 3-20 0-29 6. High school course catalogue
1-82 2-123 3-38 0-29 7. Teacher at my school
1-91 2-118 3-33 4-38 8. Counselor at my school
1-146 2-71 3-26 0-29 9. Friend
1-92 2-105 3-45 0-30 10. CEC poster, brochure, or flyer
1-76 2-134 3-32 0-30 11. CEC counselor or teacher

Why have you not taken a course at the Career Enrichment Center? For each possible reason listed, please mark in the space to the left.

1 - if the reason strongly influenced you
2 - if the reason moderately influenced you
3 - if the reason did not influence you

1-90 2-52 3-46 0-34 12. No room in my course schedule
1-33 2-60 3-144 0-35 13. Not interested in any CEC course
1-50 2-66 3-120 0-36 14. CEC courses are offered at inconvenient times
1-62 2-34 3-110 0-36 15. Time conflicts with my work schedule
1-68 2-50 3-118 4-1 0-35 16. Time conflicts with my extra-curricular activities
1-53 2-49 3-135 0-35 17. Transportation difficulties
1-19 2-15 3-201 0-37 18. Negative comments from other students
1-12 2-15 3-207 5-1 0-37 19. Negative comments from teachers/counselors/administrators at my school
1-26 2-54 3-155 0-37 20. CEC classes are too long
1-17 2-19 3-201 0-35 21. CEC course I wanted was full
1-28 2-50 3-157 0-37 22. I took similar courses at my high school
1-26 2-37 3-173 0-36 23. I have not heard of the Career Enrichment Center
1-31 2-29 3-131 5-1 0-40 24. Other

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STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Questions 25-31 list possible goals of the Career Enrichment Center. For each statement, please mark to the best of your knowledge:

1 - if it IS a goal of the CEC
2 - if it IS NOT a goal of the CEC
3 - If you DON'T KNOW/AREN'T SURE

Example:

1 a. To provide classes for students in the Albuquerque Public Schools (Since it IS a goal of CEC to provide classes for students in APS, "1" is the appropriate answer)

1-170 2-16 3-75 0-11 25. To provide job training that leads to a license or certificate (for example, building contractor, court reporter, nurse)

1-76 2-24 3-99 0-13 26. To provide classes for students who need extra help with school (for example, Basic English, Basic Math)

1-167 2-23 3-69 0-13 27. To provide college preparatory classes

1-147 2-36 3-88 0-14 28. To assist students in job placement

1-111 2-52 3-97 0-12 29. To give students the chance to explore a hobby

1-58 2-77 3-123 0-14 30. To offer courses primarily for juniors and seniors

1-50 2-52 3-153 5-1 0-16 31. To teach students to enjoy the fine arts

Please indicate your opinion about the emphasis that the Career Enrichment Center currently places on each of the following subject areas or programs. Do not be concerned whether your answer is "right" or "wrong." It is your opinion that is most important. Please mark in the space provided:

1 - if there is now HIGH emphasis
2 - if there is now MEDIUM emphasis
3 - if there is now LOW emphasis
4 - if there is now NO emphasis
5 - for NO OPINION

1-130 2-70 3-13 4-3 5-45 0-16 32. Business

1-108 2-78 3-25 4-1 5-33 0-17 33. College preparatory classes

1-138 2-53 3-30 4-6 5-40 0-15 34. Computer Education

1-55 2-91 3-54 4-7 5-43 0-17 35. English

1-37 2-54 3-71 4-3 5-41 0-16 36. Fine Arts (for example: Music, Art, Drama)

1-49 2-68 3-56 4-3 5-55 0-16 37. Home Economics (for example: Foods, Clothing, Fashion Trades)

1-80 2-82 3-29 4-1 5-44 0-16 38. Industrial Arts (for example: Metals, Drafting, Construction)

1-111 2-59 3-35 4-2 5-38 0-17 39. Mathematics

1-51 2-79 3-47 4-2 5-57 0-17 40. Modern and Classical Languages

1-91 2-63 3-40 4-1 5-46 0-17 41. Science

1-34 2-81 3-61 4-2 5-59 0-17 42. Social Studies

1-138 2-49 3-32 4-1 5-33 0-16 43. Vocational Education (training for a specific job)

100 2-60 3-26 4-12 5-57 0-16 44. Work Study Programs (working for credit)

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STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Please indicate your opinion about the emphasis that the Career Enrichment Center should place on each of the following subject areas or programs. Please mark in the space porvided.

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - for NO OPINION

1-168 2-46 3-12 4-2 5-26 0-18 45. Business

1-168 2-46 3-10 4-7 5-24 0-17 46. College preparatory classes

1-165 2-38 3-25 4-5 5-23 0-16 47. Computer Education

1-100 2-92 3-34 4-11 5-27 0-18 48. English

1-55 2-94 3-56 4-14 5-35 0-18 49. Fine Arts (for example: Music, Art, Drama)

1-44 2-89 3-65 4-17 5-37 0-18 50. Home Economics (for example: Foods, Clothing, Fashion Trades)

1-89 2-85 3-34 4-17 5-30 0-17 51. Industrial Arts (for example: Metals, Drafting, Construction)

1-142 2-68 3-14 4-3 5-29 0-17 52. Mathematics

1-65 2-91 3-45 4-14 5-39 0-18 53. Modern and Classical Languages

1-114 2-68 3-38 4-6 5-28 0-15 54. Science

1-53 2-112 3-47 4-11 5-32 0-17 55. Social Studies

1-[redacted] 2-42 3-15 4-8 5-23 0-18 56. Vocational Education (training for a specific job)

1-124 2-70 3-20 4-7 5-29 0-22 57. Work Study Programs (working for credit)

For questions 58-68, please mark in the space provided:

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with the statement
5 - if you STRONGLY DISAGREE with the statement

1-54 2-116 3-63 4-14 5-11 0-14 58. CEC's role in the Albuquerque Public School is well defined (role means the part it plays in carrying out the district's educational plan)

1-73 2-99 3-62 4-18 5-6 0-14 59. CEC's program goals are well defined (i.e., what CEC is trying to do for its students)

1-32 2-58 3-81 4-65 5-20 0-16 60. CEC's program goals are effectively publicized

1-37 2-80 3-62 4-51 5-28 0-14 61. I know what types of courses CEC offers

1-45 2-45 3-89 4-50 5-37 0-16 62. I plan to take a course/courses at the CEC

1-80 2-81 3-54 4-14 5-5 0-16 63. CEC is a successful program

1-78 2-13 3-79 4-12 5-4 0-16 64. The Career Enrichment Center plays an important role in the Albuquerque Public Schools

1-14 2-23 3-66 4-87 5-68 0-14 65. CEC courses are for students with high grades

1-20 2-52 3-63 4-67 5-54 0-47 66. I have received enough information concerning CEC

1-[redacted] 2-78 3-82 4-53 5-18 0-15 67. Most students in my high school are familiar with CEC

1-59 2-81 3-100 4-[illegible]5 0-16 68. CEC's courses and programs are a valuable supplement to the courses and programs at my school

STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

For items 69-73 please mark:

1 - for "yes"
2 - for "no"
3 - for "don't know"

1-124 2-101 3-69 0-9 69. I know where the Career Enrichment Center is located

1-71 2-181 3-11 0-9 70. I have visited the Career Enrichment Center

1-50 2-189 3-24 0-9 71. I have used the Guidance Information System (GIS) at my school to get computer printouts on colleges, jobs, financial aid, etc.

1-50 2-200 3-13 0-9 72. I have visited the Planetarium at the Career Enrichment Center

1-12 2-241 3-10 0-9 73. I have used the library at the Career Enrichment Center

THANK YOU FOR YOUR TIME AND COOPERATION

PLM:kmk

12/82

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Results N = 148

HIGH SCHOOL TEACHER QUESTIONNAIRE

CEC DELIVERY OF SERVICES EVALUATION

Please select the single best answer to each of the following questions. Then, fill in the number of that answer in the space to the LEFT of the question.

Example:

__2__ I live in

1. Arizona
2. New Mexico
3. California

_____ 1. I teach at _____ High School

9 1. Albuquerque
7 2. Cibola
14 3. Del Norte
25 4. Eldorado
10 5. Highland
17 6. Manzano
14 7. Rio Grande
18 8. Sandia
14 9. Valley
16 10. West Mesa
11. Evening School
12. Freedom

_____ 2. I teach _____. If more than one, please select the subject which you presently teach for the most periods.

10 1. Business Education
21 2. English
3 3. Fine Arts
3 4. Home Economics
11 5. Industrial Arts
21 6. Mathematics
9 7. Modern & Classical Languages
6 8. Physical Education
19 9. Science
17 10. Social Studies
10 11. Special Education
11 12. Other

_____ 3. I have taught at an APS high school for _____ years.

4 1. Less than one year
12 2. One to three years
30 3. Four to seven years
102 4. More than seven years

_____ 4. How familiar are you with the Career Enrichment Center?

40 1. Very familiar - I know specifically what CEC is and what courses and programs are offered
102 2. Somewhat familiar - I have a general idea of what CEC is
4 3. Somewhat unfamiliar - I have heard of CEC, but I don't know what it is
1 4. Unfamiliar - I have not heard of CEC

10

_____ 5. How satisfied are you with the information that you have received from CEC about its program

10 1. very satisfied
57 2. satisfied
62 3. neither satisfied nor dissatisfied
11 4. dissatisfied
9 5. very dissatisfied

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HIGH SCHOOL TEACHER QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

What are the sources of your information about the Career Enrichment Center? For each source of information, please mark in the space to the left.

1 - if you have received information about CEC from this source
2 - if you have not received information about CEC from this source
3. If you don't remember

Example: 1 a. A poster, brochure, or flyer

2 b. A CEC administrator

Since this person has received CEC information from a poster, brochure, or flyer, "1" is the correct response for question "a." Since he/she has not received CEC infromation from a CEC administrator, "2" is the appropriate response for example "b."

1-10 1 2-30 3-25 0-2 8. Your school's course catalogue
1-86 2-51 3-12 0-5 7. Another teacher at your school
1-87 2-38 3-7 0-6 8. A student at your school
1-62 2-68 3-13 0-5 9. A counselor at your school
1-94 2-34 3-15 0-5 10. A poster, brochure, or flyer
1-87 2-51 3-6 0-4 11. A teacher or counselor from the Career Enrichment Center
1-7 2-120 3-14 0-7 12. A parent from my school
1-31 2-103 3-9 0-5 13. A CEC administrator
1-15 2-47 3-28 0-58 Other

How have you used information from the Career Enrichment Center? Please mark:

1 - if you have used CEC information for this purpose
2 - if you have not used CEC information for this purpose
3 - if you don't remember

1-100 2-42 3-4 15-2 To advise students
1-33 2-103 3-7 0-5 16. To reassess curriculum in your school
1-20 2-63 3-24 0-41 17. Have not used CEC information
1-3 2-22 3-17 0-10 18. Other (please specify)_____

What additional information would you like to receive about CEC? Please mark:

1 - for YES
2 - for NO
3 - for DON'T KNOW

1-103 2-33 3-7 0-5 19. Additional information about specific courses
1-113 2-32 3-3 0-4 20. A list of courses offered at CEC
1-85 2-53 3-6 0-4 21. Information about CEC's goals
1-90 2-49 3-4 0-5 22. Information about CEC's role in APS
1-6 2-27 3-33 0-9 23. Other (please specify) _____

HIGH SCHOOL TEACHER QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Below is a list of goals. In your opinion, which of them are currently goals of the Career Enrichment Center? For each statement, please mark to the best of your knowledge:

1 - if it IS a goal of the CEC
2 - if it IS NOT a goal of the CEC
3 - if you DON'T KNOW/AREN'T SURE

Example:

__1__ 1. To provide classes for students in the Albuquerque Public Schools

Since it is a goal of CEC to provide classes for students in APS, "1" is the appropriate answer.

1-72 2-23 3-73 24. To provide one or more job training programs that lead to a license or certificate

1-24 2-85 3-39 25. To provide classes for students who need extra help with school (for example, Basic English, Basic Math)

1-95 2-20 3-32 0-1 26. To provide college preparatory classes

1-65 2-30 3-53 27. To assist students in job placement

1-125 2-7 3-16 28. To offer courses that are NOT offered at my high school

1-38 2-50 3-51 0-1 29. To give students the chande to explore a hobby

1-20 2-69 3-57 30. To coordinate work study programs at the high schools

1-52 2-42 3-54 31. To offer courses primarily for juniors and seniors

1-16 2-68 3-63 0-1 32. To teach students to enjoy the fine arts

1-47 2-44 3-56 0-1 33. To manage career education programs in the Albuquerque Public Schools

Please indicate you opinion about the emphasis that the Career Enrichment Center currently places on each of the following subject areas or programs. Do not be concerned whether your answer is "right" or "wrong". It is your opinion that is important. Please mark in the space provided:

1 - if there is now HIGH emphasis
2 - if there is now MEDIUM emphasis
3 - if there is now LOW emphasis
4 - if there is now NO emphasis
5 - NO OPINION

1-46 2-46 3-14 4-7 5-31 34. Business 0-1

1-68 2-28 3-13 4-8 5-31 35. College Preparatory Classes

1-96 2-28 3-2 4-7 5-20 36. Computer Education

1-13 2-30 3-36 4-28 5-41 37. English

1-12 2-12 3-21 4-56 5-49 38. Fine Arts (Music, Art, Drama) 0-1

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HIGH SCHOOL TEACHER QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

1 - if there is now HIGH emphasis
2 - if there is now MEDIUM emphasis
3 - if there is now LOW emphasis
4 - if there is now NO emphasis
5 - NO OPINION

1-15 2-29 3-33 4-30 5-41
39. Home Economics (Foods, Clothing, Fashion Trades)

1-24 2-24 3-24 4-33 5-43
40. Industrial Arts (Metals, Drafting, Construction)

1-57 2-41 3-18 4-3 5-38 0-1
41. Mathematics

1-47 2-31 3-15 4-1 3 5-42
42. Modern and Classical Languages

1-75 2-35 3-11 4- 4 5-23
43. Science

1-6 2-12 3-33 4-43 5-54
44. Social Studies

1-39 2-33 3-11 4-21 5-34
45. Vocational Education

1-18 2-14 3-43 4-38 5-44 0-1
46. Work Study Programs

Please indicate your opinion about the emphasis the Career Enrichment Center should place on each of the following subject areas or programs. Again, it is your opinion that counts. Please mark in the space provided:

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

1-74 2-39 3-7 4-16 5-10 0-2
47. Business

1-66 2-29 3-18 4-24 5-7 0-2
48. College Preparatory Classes

1-122 2-11 3-1 4-3 5-7 0-2
49. Computer Education

1-27 2-36 3-25 4-45 5-12 0-3
50. English

1-23 2-33 3-30 4-41 5-19 0-2
51. Fine Arts

1-26 2-39 3-27 4-36 5-18 0-2
52. Home Economics

1-45 2-39 3-20 4-26 5-16 0-2
53. Industrial Arts

1-71 2-41 3-10 4-14 5-10 0-2
54. Mathematics

1-47 2-45 3-21 4-44 5-15 0-2
55. Modern and Classical Languages

1-10 2-33 3-10 4-12 5-41 0-2
56. Science

1-4 2-33 3-16 4-51 5-17 0-2
57. Social Studies

1-74 2-38 3-17 4-14 5-13 0-2
58. Vocational Education

1-54 2-17 3-12 4-32 5-31 0-2
59. Work Study Program

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HIGH SCHOOL TEACHER QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

For questions 60-78, please mark in the space provided:

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with this statement
5 - if you STRONGLY DISAGREE with this statement

1-60 2-55 3-44 4-60 5-10 0-1 60. I understand CEC's role in the Albuquerque Public Schools ("CEC's role" means the part it plays in carrying out the district's educational plan)

1-21 2-52 3-45 4-18 5-11 0-1 61. I understand CEC's program goals ("program goals" means what CEC is trying to do for its students

1-13 2-34 3-57 4-27 5-16 0-1 62. CEC's program goals are appropriate--they fit the needs of the district

1-6 2-41 3-59 4-20 5-21 0-1 63. Close cooperation exists between my school and CEC

1-22 2-46 3-46 4-16 5-17 0-1 64. The Career Enrichment Center is a successful program

1-21 2-41 3-43 4-38 5-4 0-1 65. CEC offers many of the same courses as my school

1-29 2-47 3-39 4-17 5-15 0-1 66. CEC plays an important role in the Albuquerque Public Schools

1-6 2-13 3-47 4-30 5-50 0-2 67. I work with CEC teachers in my subject on matters of mutual concern

1-42 2-42 3-18 4-21 5-24 0-1 68. If I have a question about CEC, I know who to contact

1-3 2-24 3-35 4-3 5-14 0-2 69. CEC competes with the high schools for students

1-10 2-30 3-67 4-27 5-13 0-1 70. My school considers CEC's course offerings when deciding whether or not to offer a course

1-5 2-12 3-79 4-22 5-29 0-1 71. CEC considers my school's course offerings when deciding whether or not to offer a course.

1-11 2-45 3-43 4-24 5-19 0-1 72. Time schedules at my school and CEC are coordinated so as to minimize conflict

1-11 2-51 3-48 4-20 5-17 0-1 73. CEC courses are offered at convenient times for students

1-27 2-38 3-41 4-39 5-12 0-1 74. The Career Enrichment Center is primarily for academically talented students

2-9 3-41 4-46 5-31 0-1 75. I take an active part in program articulation with CEC

1-24 2-32 3-42 4-37 5-12 0-1 76. Transportation is a major obstacle to student enrollment at CEC

1-21 2-52 3-49 4-16 5-8 0-2 77. I encourage students from my school to take CEC courses

1-23 2-49 3-44 4-19 5-11 0-2 78. CEC's courses and programs are a valuable supplement to my school's curriculum

THANK YOU FOR YOUR TIME AND COOPERATION

PLM:kmk
12/82

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RESULTS

N = 69

PARENT QUESTIONNAIRE

CEC DELIVERY OF SERVICES EVALUATION

Instructions: Please answer for the son/daughter who has most recently been enrolled in a course at the Career Enrichment Center. If your sons/daughters were enrolled at the same time, please answer for the older one.

Please select the single best answer to the following questions. Fill in the number of that answer in the space to the LEFT of the question.

Example:

__2__ I live in _____

1. Arizona
2. New Mexico
3. California

_____ 1. My son/daughter is a _____ student at the Career Enrichment Center (CEC)

55 1. Current (this semester)
4 2. Former
10 3. Current and former

_____ 2. She/he is in the _____ grade

7 1. 10th
27 2. 11th
55 3. 12th

_____ 3. She/he attends _____ High School

9 1. Albuquerque
8 2. Cibola
6 3. Del Norte
7 4. Eldorado
10 5. Highland
7 6. Manzano
4 7. Rio Grande
7 8. Sandia
3 9. Valley
5 10. West Mesa
0 11. Freedom
0 12. Evening School

_____ 4. Six months after she/he graduates my daughter/son plans to be:

7 1. Working
55 2. Attending College
11 3. Attending Vocational School (for example: TVI, Beauty School, Automotive School)
3 4. In the military
4 5. Other
6. Don't know

_____ 5. How familiar are you with the Career Enrichment Center?

13 1. Very familiar - I know what the program is and what specific courses and programs are offered.
49 2. Somewhat familiar - I have a general idea of what the Career Enrichment Center is
5 3. Somewhat unfamiliar - I have heard of the Career Enrichment Center, but I am not sure what it is
3 4. Very unfamiliar - I have not heard of the Career Enrichment Center

_____ 6. How satisfied are you with the information that you have received from the Career Enrichment Center?

27 1. Very satisfied
31 2. Somewhat satisfied
6 3. Somewhat dissatisfied
2 4. Very dissatisfied
1

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PARENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Items 7-17. What are the sources of your information about CEC? For each possible source of information, please mark in the space to the left:

1 - If you have received information about CEC from this source
2 - If you have not received information about CEC from this source
3 - If you don't remember/don't know

Example:

__1__ a. A poster, brochure, or flyer

__2__ b. A CEC administrator

Since this person has received CEC information from a poster, brochure, or flyer, "1" is the appropriate answer for question "a". Since He/She has not received CEC information from a CEC administrator, "2" is the appropriate answer for example "b".

1-41 2-24 3-1 0-2 7. Course catalogue from your son's/daughter's high school

1-9 2-49 3-9 0-3 8. Teacher from your son's/daughter's high school

1-45 2-16 3-5 0-3 9. Career Enrichment Center brochure, flyer

1-3 2-57 3-7 0-2 10. Newspaper advertisment

1-[illegible] 2-46 3-6 0-3 11. CEC counselors

1-20 2-41 3-5 0-3 12. CEC teachers

1-14 2-46 3-6 0-3 13. Counselor from your son's/daughter's high school

1-2 2-60 3-4 0-3 14. Principal or assistant principal at your son's/daughter's high school

1-9 2-55 3-3 0-2 15. Other parents

1-5 2-56 3-5 0-3 16. CEC principal or assistant principal

1-24 2-27 3-6 0-10 17. Other

Items 18-23 list programs at the Career Enrichment Center. For each item, please mark in the space to the left:

1 - if your daughter/son has taken or is now taking CEC courses in this program
2 - if your daughter/son has not taken or is not now taking CEC courses in this program
3 - if you don't know or don't remember

1-27 2-24 0-1 18. Business (for example: Data Processing, Court Reporting)

1-16 2-52 0-1 19. Mathematics (for example: Advanced Math, Computer Science)

1-10 2-58 0-1 20. Home Economics (for example: Beauty Culture)

1-6 2-63 ____ 21. Industrial Arts (for example: Drafting, Electronics)

[illegible] 2-62 ____ 22. Foreign Language (for example: Latin, Spanish)

1-12 2-56 0-1 23. Science (for example: Geology, Botany/Genetics)

PARENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Questions 28-29 list possible reasons why a student might take a CEC course. For each item please mark:

1 - if the reason was/is important to your son/daughter
2 - if the reason was/is not important to your son/daughter
3 - if you don't know/aren't sure

1-15 2-2 3-3 28. Prepare for a specific job/career

1-51 2-14 3-3 0-/ 29. Prepare for college

1-65 2-3 3-1 26. Interest in the course

1-49 2-15 3-5 27. Learn more about a job/career that your son or daughter may or not enter

1-13 2-51 3-3 0-2 28. Make up credits for graduation

1-7 2-36 3-21 0-15 29. Other

Below is a list of goals. In your opinion, which of them are currently goals of the Career Enrichment Center? For each statement, please mark - to the best of your knowledge:

1 - if it IS a goal of the CEC
2 - if it IS NOT a goal of the CEC
3 - if you DON'T KNOW/AREN'T SURE

Example:

1 1. To provide classes for students in the Albuquerque Public Schools (Since it is a goal of CEC to provide courses for students in APS, "1" is the appropriate answer)

1-55 2-2 3-1 0-/ 30. To provide one or more job training programs that lead to a license or certificate (for example: building contractor, nurse)

1-14 2-35 3-19 0-/ 31. To provide classes for students who need extra help with school (for example: Basic English, Basic Math)

1-53 2-5 3-10 0-/ 32. To provide college preparatory classes

1-44 2-13 3-1 0-/ 33. To assist students in job placement

1-27 2-24 3-17 0-/ 34. To give students the chance to explore a hobby

1-24 2-29 3-16 0-/ 35. To offer courses primarily for juniors and seniors

1-18 2-36 3-24 0-/ 36. To teach students to enjoy the fine arts

1-16 2-4 3-3 0-/ 37. To offer courses that are NOT offered at the home high school

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PARENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Please indicate you opinion about the emphasis that the Career Enrichment Center currently places on each of the following subject areas or programs. Do not be concerned whether your answer is "right" or "wrong". It is your opinion that is important. Please mark in the space provided:

1 - if there is now HIGH emphasis
2 - if there is now MEDIUM emphasis
3 - if there is now LOW emphasis
4 - if there is now NO emphasis
5 - NO OPINION

1-34 2-20 3-3 4-1 5-7 38. Business
1-29 2-20 3-7 4-2 5-9 39. College Preparatory Classes
1-56 2-3 3-1 4-2 5-7 40. Computer Education
1-9 2-18 3-17 4-8 5-22 41. English
1-4 2-7 3-15 4-20 5-2 0-1 42. Fine Arts (for example: Music, Art, Drama)
1-10 2-18 3-15 4-7 5-12 0-1 43. Home Economics (for example: Foods, Clothing, Fashion Trades)
1-15 2-20 3-9 4-7 5-17 0-1 44. Industrial Arts (for example: Metals, Drafting, Construction)
1-28 2-14 3-8 4-3 5-15 0-1 45. Mathematics
1-16 2-12 3-10 4-7 5-23 0-1 46. Modern and Classical Languages
1-34 2-11 3-8 4-15 0-1 47. Science
2-28 3-18 4-15 5-24 0-1 48. Social Studies
1-29 2-18 3-6 4-4 5-11 0-1 49. Vocational Education

Please indicate your opinion about the emphasis that the Career Enrichment Center should place on each of the following subject areas or programs. Again, it is your opinion that is important here. Please mark:

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

1-49 2-14 3-3 4-1 5-2 50. Business
1-58 2-5 3-2 4-2 5-7 51. College Preparatory Classes
1-61 2-4 3-1 4-3 5-3 52. Computer Education
1-34 2-21 3-7 4-2 5-4 0-1 53. English
1-15 2-25 3-16 4-9 5-3 0-1 54. Fine Arts
1-14 2-19 3-13 4-8 5-4 0-1 55. Home Economics
1-30 2-24 3-8 4-2 5-4 0-1 56. Industrial Arts
1-54 2-6 3-2 4-1 5-5 0-1 57. Mathematics
1-27 2-23 3-11 4-3 5-11 0-1 58. Modern and Classical Languages
1-47 2-13 3-3 4-1 5-4 0-1 59. Science
1-[illegible] 2-34 3-9 4-7 5-4 0-1 60. Social Studies
1-46 2-14 3-3 4-3 5-3 61. Vocational Education

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PARENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

For items 62-73, please mark in the space provided:

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with the statement
5 - if you STRONGLY DISAGREE with the statement

62. I understand CEC's role in the Albuquerque Public Schools ("CEC's role" means the part it plays in carrying out the district's educational plan)

63. I understand CEC's program goals ("program goals" means what CEC is trying to do for its students)

64. CEC's program goals are appropriate--they fit the needs of the district

65. The Career Enrichment Center is a successful program

66. CEC's courses and programs are a valuable addition to the curriculum in the Albuquerque Public Schools.

67. If I have a question about CEC, I know who to contact

68. Time scheduling at my son's/daughter's high school and CEC are coordinated so as to minimize conflict.

69. CEC courses are offered at convenient times for students

70. CEC courses last about the right number of hours per day

71. The Career Enrichment Center is primarily for academically talented students

72. Transportation is a major obstacle to student enrollment at CEC

73. CEC informs me adequately about my son's/daughter's progress in class

THANK YOU FOR YOUR TIME AND COOPERATION

PLN:kmk
12/82

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RESULTS N=33

ADMINISTRATOR QUESTIONNAIRE

CEC DELIVERY OF SERVICES EVALUATION

Please select the single best answer for the following questions. Fill in the number of that answer in the space to the LEFT of the question.

Example:

__2__ I live in _____

1. Arizona
2. New Mexico
3. California

_____ 1. I am an administrator at _____ High School

1. Albuquerque 1
2. Cibola 1
3. Del Norte 3
4. Eldorado 4
5. Highland 3
6. Manzano 6
7. Rio Grande 4
8. Sandia 4
9. Valley 4
10. West Mesa 3
11. Evening School 0
12. Freedom 0

_____ 2. I have been a high school administrator in the Albuquerque Public Schools for _____ years

1. Less than one 1
2. One to three 1
3. Four to seven 10
4. More than seven 21

_____ 3. How familiar are you with the Career Enrichment Center?

2 0 1. Very familiar--I know what the program is and what specific courses and programs are offered
13 2. Somewhat familiar--I have a general idea of what CEC is
0 3. Somewhat unfamiliar--I have heard of CEC but I am not sure what it is
0 4. Very unfamiliar--I have not heard of the Career Enrichment Center

_____ 4. How satisfied are you with the information that you have received from the Career Enrichment Center

14 1. Very satisfied
15 2. Somewhat satisfied
4 3. Somewhat dissatisfied
0 4. Very dissatisfied

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ADMINISTRATOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

What are the sources of your information about the Career Enrichment Center? For each possible source of information please mark in the space to the left:

1 - If you have received information about CEC from this source
2 - If you have not received infromation about CEC from this source
3. If you don't remember

Example:

__1__ a. A poster, brochure, or flyer

__2__ b. A CEC administrator

(Since this person has received CEC information from a poster, brochure, or flyer, "1" is the appropriate answer for example a. Since he/she has not received CEC infromation from a CEC administrator, "2" is the appropriate response for example b.)

1-19 2-1 _____ 3-2 5. Your school's course catalogue

1-8 2-18 3-4 0-3 6. A teacher at your school

1-14 2-12 3-1 4-1 0-4 7. A student at your school

1-22 2-9 0-2 8. A counselor at your school

1-29 2-2 3-2 9. A poster, brochure, or flyer

1-28 2-4 0-1 10. A teacher or counselor for the Career Enrichment Center

1-3 2-22 3-6 0-17 11. A parent from your school

1-12 1-8 3-2 0-12 12. A CEC administrator

1-1 2-2 3-1 0-26 13. Other (please specify)_____

_____

How have you used information from the Career Enrichment Center? Please mark:

1 - if you have used CEC information for this purpose
2 - if you have not used CEC information for this purpose
3 - if you don't remember

1-11 2-26 3-1 0-1 14. To assess curriculum in your school

1-27 2-3 0-1 15. To advise students

1-26 2-3 3-3 0-16 16. For general information ~~only~~

1-2 2-3 3-5 0-17 17. Other (please specify) _____

2-5 3-6 0-12 18. I have not used CEC information

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ADMINISTRATOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

What additional information would you like to receive about CEC? Please mark:

1 - Yes, I would like to review this type of information
2 - No, I would not like to review this type of information
3 - Undecided; no opinion

1-21, 2-6 3-5 0-1 19. Additional information about specific courses

1-26, 2-5 3-2 20. Clarification of CEC's goals

1-26 2-4 3-3 21. Information about CEC's role in the Albuquerque Public Schools

1-1 2-2 3-5 0-25 22. Other (please specify)_____

2-5 3-4 0-21 23. Want no additional information

Below is a list of goals. In your opinion, which of them are currently goals of the Career Enrichment Center? For each statement, please mark to the best of your knowledge:

1 - if it IS a goal of the CEC
2 - if it IS NOT a goal of the CEC
3 - if you DON'T KNOW, AREN'T SURE

Example:

1 1. To provide classes for students in the Albuquerque Public Schools

(Since it is a goal of CEC to provide classes for students in APS "1" is the appropriate answer.

1-20 1-7 3-6 24. To provide one or more job training programs that lead to a license or certificate (for example, building construction, court reporting, nurse)

1-6 2-26 0-1 25. To provide classes for students who need extra help with school (for example, Basic English, Basic Math)

1-23 1-7 3-2 0-1 26. To provide college preparatory classes

1-11 2-12 3-5 0-2 27. To assist students in job placement

1-33 28. To offer courses that are NOT offered in the high school

1-8 2-15 3-4 0-1 29. Give students the chance to explore a hobby

1-1 2-25 3-6 0-1 30. Coordinate work study programs at the high school

1-25 1-5 3-4 0-1 31. Offer courses primarily for juniors and seniors

1-6 2-19 3-7 0-1 32. Teach students to enjoy the fine arts

1-7 2-16 3-7 0-1 33. Manage career education programs in the Albuquerque Public Schools

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ADMINISTRATOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Please indicate your opinion about the emphasis that the Career Enrichment Center currently places on each of the following subject areas or programs. Do not be concerned whether your answer is "right" or "wrong." It is your opinion that is important. Please mark in the space provided.

1 - if there is now HIGH emphasis
2 - if there is now MEDIUM emphasis
3 - if there is now LOW emphasis
4 - if there is now NO emphasis
5 - NO OPINION

1-15	2-7	3-6	4-2	5-1	34. Business
1-18	2-8	3-5	4-1	5-1	35. College Preparatory Classes
1-30	2-3				36. Computer Education
1-3	2-8	3-10	4-7	5-1	37. English
2-3	3-7	4-01		5-2	38. Fine Arts (Music, Art, Drama)
1-2	2-4	3-11	4-15	5-1	39. Home Economics
1-5	2-12	3-10	4-15	5-1	40. Industrial Arts
1-16	2-13	3-2	4-2		41. Mathematics
1-17	2-14	1-2			42. Modern and Classical Languages
1-21	2-9	3-1	4-2		43. Science
2-3	3-14	4-16			44. Social Studies
1-4	2-10	3-11	4-3		45. Vocational Education
2-6	3-10	4-14	5-2		46. Work Study Program

Please indicate your opinion about the emphasis the Career Enrichment Center should place on each of the following subject areas or programs. Again, it is your opinion that is important.

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

1-25	2-6		4-1	5-1	47. Business
1-17	2-6	3-5	4-4	5-1	48. College Preparatory Classes
	1-33				49. Computer Education
1-7	2-9	3-7	4-8	5-1	50. English
1-6	2-5	3-1	4-12	5-1	51. Fine Arts
1-5	2-7	3-9	4-10	5-1	52. Home Economics
1-8	2-11	3-6	4-7	5-1	53. Industrial Arts

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ADMINISTRATOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

1-19	2-7	3-4	4-1		54.	Mathematics
1-18	2-7	3-3	4-4	0-1	55.	Modern and Classical Languages
1-13	2-7	3-1	4-1	0-1	56.	Science
1-3	2-11	3-1	4-13	0-1	57.	Social Studies
1-14	2-11	3-3	4-4	5-1	58.	Vocational Education
1-5	2-9	3-4	4-10	5-2	59.	Work Study Programs

For questions 60-78, please mark in the space provided:

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with the statement
5 - if you STRONGLY DISAGREE with the statement

1-8	2-12	3-5	4-4		60.	I understand CEC's role in the Albuquerque Public Schools ("CEC's role" means the part it plays in carrying out the district's educational plan)
1-8	2-13	3-5	4-4		61.	I understand CEC's program goals ("Program goals" mean what CEC is trying to do for its students)
1-3	2-4	3-14	4-6	5-2	62.	CEC's program goals are appropriate (they fit the district's needs
1-12	2-12	3-7	4-1	5-1	63.	Close cooperation exists between my school and CEC
1-8	2-12	3-9	4-2	5-2	64.	The Career Enrichment Center is a successful program
1-3	2-12	3-3	4-11	5-3	65.	CEC offers many of the same courses as my school
1-7	2-17	3-6	4-2	5-1	66.	CEC plays an important role in the Albuquerque Public Schools
1-12	2-6	3-5	4-4	5-1	67.	I work closely with CEC administrators, as appropriate
1-12	2-5		4-3		68.	If I have a question about CEC, I know who to contact
1-10	2-6	3-5	4-11	5-1	69.	CEC competes with the high schools for students

ADMINISTRATOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with the statement
5 - if you STRONGLY DISAGREE with the statement

70. My school considers CEC's course offerings when deciding whether or not to offer a course

71. CEC considers my school's course offerings when deciding whether or not to offer a course

72. Time schedules at my school and CEC are coordinated so as to minimize conflict

73. CEC courses are offered at convenient time for students

74. The Career Enrichment Center is primarily for academically talented students.

75. I take an active part in program articulation with CEC

76. Transportation is a major obstacle to student enrollment at CEC

77. If I have the opportunity I encourage students from my school to take CEC courses.

78. CEC's programs and courses are a valuable supplement to my school's curriculum

THANK YOU FOR YOUR TIME AND COOPERATION

PLN:kmk
12/82

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RESULTS

N = 47

COUNSELOR QUESTIONNAIRE

CEC DELIVERY OF SERVICES EVALUATION

Please select the single best answer to the following questions. Fill in the number of that answer in the space to the LEFT of the question.

Example:

__2__ I live in _____

1. Arizona
2. New Mexico
3. California

_____ 1. I am a counselor at _____ High School

5 1. Albuquerque
4 2. Cibola
5 3. Del Norte
5 4. Eldorado
7 5. Highland
3 6. Manzano
5 7. Rio Grande
5 8. Sandia
4 9. Valley
4 10. West Mesa
0 11. Evening School
1 12. Freedom

_____ 2. I have been a high school counselor in the Albuquerque Public Schools for _____ years

1. Less than one
1 2. One to three
10 3. Four to seven
30 4. More than seven

_____ 3. How familiar are you with the Career Enrichment Center?

34 1. Very familiar - I know what the program is and what specific courses and programs are offered
13 2. Somewhat familiar - I have a general idea of what CEC is
3. Somewhat unfamiliar - I have heard of CEC but I am not sure what it is
4. Very unfamiliar - I have not heard of the Career Enrichment Center

_____ 4. How satisfied are you with the information that you have received from the Career Enrichment Center?

36 1. Very satisfied
9 2. Somewhat satisfied
1 3. Somewhat dissatisfied
1 4. Very dissatisfied

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COUNSELOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

What are the sources of your information about the Career Enrichment Center. For each possible source of information, please mark in the space to the left.

1 - if you have received information about the Career Enrichment Center from this source
2 - if you have not received information about CEC from this source
3 - if you don't remember

Example:

1 a. A poster, brochure, or flyer

2 b. A CEC administrator

(Since this person has received CEC information from a poster, brochure, or flyer "1" is the correct answer for question "a." Since he/she has not received CEC information from a CEC administrator "2" is the appropriate response for example "b.")

1-46 2-1 5. Your school's course catalogue

1-10 2-3 3-1 0-1 6. Teachers at your school

1-32 2-14 3-1 7. A student at your school

1-47 8. CEC counselor

1-20 2-32 3-4 0-1 9. CEC teachers

1-43 2-1 3-2 0-1 10. Posters, brochures, or flyers

1-9 2-32 3-5 0-1 11. Parents from your school

1-16 2-24 3-6 0-1 12. CEC administrators

1-13 2-30 3-3 0-1 13. Administrators at your school

1-1 2-1 3-9 0-36 14. Other (please specify)_____

What additional information would you like to receive about CEC? Please mark:

1 - if yes, I would like to receive additional information of this type
2 - if no, I would not like to receive additional information of this type
3 - undecided; no opinion

1-35 2-6 3-4 0-2 15. Additional information about specific courses

1-27 2-11 2-5 0-2 16. Information about CEC's program goals (i.e., what CEC is trying to do for its students)

1-29 2-12 3-4 0-2 17. Information about CEC's role in the Albuquerque Public Schools

1-3 2-1 3-[illegible] 0-[illegible] 18. Other (please specify)_____

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COUNSELOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Below is a list of goals. In your opinion, which of them are currently goals of the Career Enrichment Center? For each statement please mark to the best of your knowledge:

1 - if it IS a goal of the Career Enrichment Center
2 - if it IS NOT a goal of the Career Enrichment Center
3 - if you DON'T KNOW/AREN'T SURE

Example:

__1__ 1. To provide classes for students in the Albuquerque Public Schools. (Since it is a goal for CEC to provide classes for students in APS, "1" is the appropriate answer.)

19. To pervide one or more job training programs that lead to a license or certificate

20. To provide classes for students who need extra help with school (for example: Basic Math, Basic English)

21. To provide college preparatory classes

22. To assist students in job placement

23. To offer courses that are NOT offered in the high schools

24. To give students the chance to explore a hobby

25. To coordinate work study programs at the high school

26. To offer courses primarily for juniors and seniors

27. To teach students to enjoy the fine arts

28. To manage career education programs in the Albuquerque Public Schools

Please indicate your opinion about the emphasis that the Career Enrichment Center currently places on each of the following subject areas or programs. Do not be concerned whether your answer is "right" or "wrong." It is your opinion that is important. Please mark in the space provided:

1 - if there is now HIGH emphasis
2 - if there is now MEDIUM emphasis
3 - if there is now LOW emphasis
4 - if there is now NO emphasis
5 - NO OPINION

29. Business

30. College Preparatory Classes

31. Computer Education

32. English

33. Fine Arts (Music, Art, Drama)

34. Home Economics

35. Industrial Arts

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COUNSELOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

1 - if there is now HIGH emphasis
2 - if there is now MEDIUM emphasis
3 - if there is now LOW emphasis
4 - if there is now NO emphasis
5 - NO OPINION

1-24 2-16 3-6 4-1 36. Mathematics

1-24 2-21 4-1 0-1 37. Modern and Classical Languages

1-38 2-9 38. Science

2-4 3-11 4-32 39. Social Studies

1-9 2-30 3-11 4-7 40. Vocational Education

2-8 3-4 4-30 5-5 41. Work Study Programs

Please indicate your opinion about the emphasis the Career Enrichment Center should place on each of the following subject areas or programs. Again, it is your opinion that is important here. Please mark in the space provided:

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

1-26 2-13 3-3 4-3 5-1 0-1 42. Business

1-22 2-14 3-5 4-5 5-1 43. College Preparatory Classes

1-21 3 2-2 4-1 5-1 44. Computer Education

1-5 2-5 2-15 4-16 5-2 0-1 45. English

1-6 2-9 3-2 4-4 5-3 0-1 46. Fine Arts

1-7 2-7 2-16 4-13 5-3 0-1 47. Home Economics

1-17 2-14 3-6 4-7 5-2 0-1 48. Industrial Arts

1-24 2-13 3-4 4-5 5-1 49. Mathematics

1-25 2-15 3-11 4-2 5-1 50. Modern and Classical Languages

1-27 2-11 3-2 4-4 5-1 51. Science

1-1 2-10 3-12 4-31 5-2 0-1 52. Social Studies

1-26 2-1 3-2 4-5 5-2 0-1 53. Vocational Education

1-17 2-5 3-3 4-5 5-6 0-1 54. Work Study Programs

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COUNSELOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

For questions 55-71, please mark in the space provided:

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with the statement
5 - if you STRONGLY DISAGREE with the statement

55. I understand CEC's role in the Albuquerque Public Schools ("CEC's role" means the part it plays in carrying out the district's educational plan)

56. I understand CEC's program goals ("program goals" means what CEC is trying to do for its students)

57. CEC's program goals are appropriate--they fit the needs of the district

58. Close cooperation exists between my school and CEC

59. The Career Enrichment Center is a successful program

60. CEC offers many of the same courses as my school

61. CEC plays an important role in the Albuquerque Public Schools

62. If I have a question about CEC, I know who to contact

63. CEC competes with the high schools for students

64. My school considers CEC's course offerings when deciding whether or not to offer a course

65. CEC considers my school's course offerings when deciding whether or not to offer a course.

66. Time schedules at my school and CEC are coordinated so as to minimize conflict

67. CEC courses are offered at convenient times for students

68. The Career Enrichment Center is primarily for academically talented students

69. Transportation is a major obstacle to student enrollment at CEC

70. If I have the opportunity, I encourage students from my school to take CEC courses

71. CEC's courses and programs are a valuable supplement to my school's curriculum

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COUNSELOR QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Questions 72-76. Please mark:

1 - for yes
2 - for no

1-30 2-17 72. I take an active role in program articulation between my school and the Career Enrichment Center

1-44 2-2 0-1 73. I remind students of CEC courses during registration/pre-registration

1-412 2-5 74. I remind students and parents of CEC courses during 4-year planning sessions

1-413 2-2 75. CEC counselors or teachers often visit my school to provide me with information

1-415 2-2 76. I have been to the Career Enrichment Center

THANK YOU FOR YOUR TIME AND COOPERATION

PLM:kmk
12/82

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RESULTS N = 28

CEC TEACHER QUESTIONNAIRE

CEC DELIVERY OF SERVICES EVALUATION

Please select the single best answer to each of the following questions. Then, fill in the number of that answer in the space to the LEFT of the question.

Example:

__2__ I live in _____

1. Arizona
2. New Mexico
3. California

_____ 1. I have taught at the Career Enrichment Center for _____ years

6 1. Less than one
8 2. One to three
4 3. Four to six
8 4. More than six

_____ 2. I teach in the following department

2 1. Business Education
3 2. Foreign Language
4 3. Home Economics
2 4. Industrial Arts
5 5. Mathematics
10 6. Science

Below is a list of goals. In your opinion, which of them are currently goals of the Career Enrichment Center? For each statement please mark - to the best of your knowledge:

1 - if it IS a goal of the CEC
2 - if it IS NOT a goal of the CEC
3 - if you DON'T KNOW, AREN'T SURE

Example:

__1__ 1. To provide classes for students in the Albuquerque Public School (Since it is a goal of CEC to provide classes for students in APS, "1" is the appropriate answer)

1-22 2-3 3-3 3. To provide one or more job training programs that lead to a license or certificate

1-7 2-18 3-3 4. To provide classes for students who need extra help with school

1-27 3-1 5. To provide college preparatory classes

1-20 2-5 3-2 0-1 6. To assist students in job placement

1-27 3-1 7. To offer courses that are NOT offered at the home high school

1-14 2-11 3-3 8. To give students the chance to explore a hobby

1-5 2-14 3-9 9. To coordinate work study programs at the high schools

1-25 2-3 10. To offer courses primarily for juniors and seniors

1-3 2-20 3-5 11. To teach students to enjoy the fine arts

1-15 2-7 3-4 12. To manage career education programs in the Albuquerque Public Schools

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TEACHER QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Please indicate your opinion about the emphasis that the Career Enrichment Center currently places on each of the following subject areas or programs. Do not be concerned whether your answer is "right" or "wrong." It is your opinion that is important. Please mark in the space provided!

1 - if there is now HIGH emphasis
2 - if there is now MEDIUM emphasis
3 - if there is now LOW emphasis
4 - if there is now NO emphasis
5 - NO OPINION

1-17 2-7 3-3 5-1 13. Business

1-20 2-2 14. College preparatory classes

1-27 2-1 15. Computer Education

1-5 2-5 3-6 4-1 5-1 16. English

1-3 2-2 3-8 4-14 5-1 17. Fine Arts

1-7 2-5 3-3 4-1 5-2 18. Home Economics

1-10 2-14 3-3 5-1 19. Industrial Arts

1-15 2-11 5-1 0-1 20. Mathematics

1-16 2-10 3-2 21. Modern and Classical Languages

1-25 2-3 22. Science

1-1 2-2 3-1 4-13 5-4 23. Social Studies

1-14 2-9 3-4 4-1 24. Vocational Education (training for a specific job)

1-5 2-3 3-5 4-1 5-3 25. Work Study Programs (working for credit) 0-1

Please indicate your opinion about the emphasis that the Career Enrichment Center should place on each of the following subject areas or programs. Again it is your opinion that is important here. Please mark in the space provided:

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

1-22 2-4 3-1 5-1 26. Business

1-26 2-2 27. College preparatory classes

1-27 3-1 28. Computer Education

1-9 2-8 3-7 4-4 29. English

1-11 2-7 3-4 4-4 5-2 30. Fine Arts

1-8 2-5 3-7 4-5 5-1 31. Home Economics

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TEACHER QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

1-15	2-10	3 2	5-1	32.	Industrial Arts
1-25	2-2	3-1		33.	Mathematics
1-22	2-4	3-2		34.	Modern and Classical Languages
	1-28			35.	Science
1-5	2-9	3-1	4-4	36.	Social Studies 5-2
1-16	2-6	3-5	5-1	37.	Vocational Education
1-12	2-4	3-6	4-2	38.	Work Study Programs 5-4

Which of the following are utilized in the Curriculum development process at the Career Enrichment Center? Please mark in the space provided:

1 - for YES, this type of information is utilized
2 - for NO, this type of information is not utilized
3 - for DON'T KNOW or NO OPINION

1-17	2-1	3-9	5-1	39.	Current and former CEC students' opinions
1-24	2-3		5-1	40.	District high school students' interest and needs
1-10	2-3	3 14	5-1	41.	High school teachers' opinions
1-23	2-2	3-2	5-1	42.	Business' and industry needs
	1-19	3-5	5-1	43.	Albuquerque Public Schools Central Office administrators' opinions
1-14	2-2	3-1	5-1	44.	Albuquerque Public Schools Area Office administrators' opinions
1-14	2-2	3-11	5-1	45.	High school administrators' opinions
1-18	2-2	3 7	5-1	46.	Parents' reactions to CEC courses/programs
1-22	2-1	3-4	5-1	47.	Whether the course/program teaches a marketable job skill
	1-22	3-5	5-1	48.	College entrance requirements
1-21	2-2	3-5		49.	What utility the course/program will have for student
1-26	2-1	3-1		50.	Whether the course is being offered at one or more of the high schools.
1-23	2-3	3-1	4-1	51.	Whether the course attracts enough students.

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TEACHER QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

For questions 52-77, please mark in the space provided:

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with the statement
5 - if you STRONGLY DISAGREE with the statement

1-13 2-10 3-2 4-3 52. I understand CEC's role in the Albuquerque Public Schools ("CEC's role" means the part it plays in carrying out the district"s educational plan)

1-15 2-11 4-2 53. I understrand CEC's program goals ("program goals" means what CEC is trying to do for its students)

1-13 2-10 3-3 4-2 54. CEC's program goals are appropriate (i.e., they fit the district's needs)

2-1 3-4 4-11 5-12 55. Teachers in APS high schools understand CEC's role

3-6 3-6 4-10 5-10 56. Administrators in APS understand CEC's role

3-5 3-6 4-14 5-3 57. Counselors in APS high schools understand CEC's role

2-1 3-6 4-9 5-12 58. Close cooperation exists between CEC and the high schools

1-19 2-9 59. The Career Enrichment Center is a successful program

1-3 2-2 3-6 4-10 5-7 60. The high schools offer many of the same courses as CEC

1-22 2-5 3-1 61. CEC plays an important role in the Albuquerque Public Schools

1-2 2-4 3-9 4-5 5-4 0-1 62. I work closely with teachers in my subject at the high schools

1-6 2-11 3-5 4-2 5-4 63. If I have a question involving any of the high schools, I know who to contact

1-4 2-7 3-3 4-4 5-10 64. CEC competes with the high schools for students

1-1 3-7 4-8 5-10 65. High schools consider CEC's course offerings when deciding whether or not to offer a course

1-3 2-3 3-6 4-9 5-7 66. Time schedules at CEC and the home high schools are coordinated so as to minimize conflict

1-1 2-2 3-2 4-16 5-7 67. The Career Enrichment Center is primarily for academically talented students

1-1 2-7 3-12 4-16 5-2 68. I take an active part in program articulation with the high schools

1-7 2-12 3-4 4-3 5-2 69. CEC goals are frequently reevaluated

1-1 3-4 4-12 5-11 70. High school staffs support the Career Enrichment Center

1-5 2-4 3-5 4-8 5-6 71. Transportation is a major obstacle to student enrollment at CEC

1-9 2-10 3-7 4-2 72. CEC courses are scheduled at convenient times for students

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TEACHER QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with the statement
5 - if you STRONGLY DISAGREE with the statement

1-9 2-11 3-7 4-1 73. Home high schools' scheduling policies are a major obstacle to student enrollment at CEC

1-5 2-9 3-2 4-7 5-5 74. Adequate information is delivered to the high schools concerning CEC

3-6 4-12 5-10 75. High school teachers actively encourage enrollment at CEC

3-8 4-12 5-8 76. High school administrators actively encourage enrollment at CEC

3-9 4-16 5-3 77. High school counselors actively encourage enrollment at CEC

THANK YOU FOR YOUR TIME AND COOPERATION

PLM:kmk

12/82

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Results N = 264

CEC STUDENT QUESTIONNAIRE

CEC DELIVERY OF SERVICES EVALUATION

Please select the single best answer to the following questions. Fill in the number of that answer in the space to the LEFT of the question.

Example:

__2__ I live in _____

1. Arizona
2. New Mexico
3. California

_____ 1. I attend _____ High School.

37 1. Albuquerque
17 2. Cibola
19 3. Del Norte
22 4. Eldorado
42 5. Highland
21 6. Manzano
21 7. Rio Grande
28 8. Sandia
34 9. Valley
21 10. West Mesa
11. Evening School
1 12. Freedom

_____ 2. I am in the _____ grade.

8 1. 10th
63 2. 11th
197 3. 12th
0 - 5

_____ 3. Six months after I leave school, I plan to be:

43 1. Working
125 2. Attending College
60 3. Attending Vocational School (for example TVI, Beauty School, Secretarial School)
18 4. In the military
6 5. Other
. 6. Don't know

_____ 4. My grade point average is approximately _____

52 1. 3.5 (A-) or above
68 2. 3.0 (B) to 3.4 (B+)
96 3. 2.0 (C) to 2.9 (B-)
19 4. 1.0 (D) to 1.9 (C-)
26 5. Below 1.0 (D)
3 6. Don't know

_____ 5. Are you taking one or more courses at the Career Enrichment Center (CEC) this semester?

55 1. Yes
206 2. No

_____ 6. Including this semester, I have taken _____ CEC courses

159 1. One
57 2. Two
13 3. Three
10 4. Four or more
0-25

_____ 7. Including this semester, I have attended CEC for _____ semesters.

96 1. One
73 2. Two
38 3. Three
30 4. Four or more
3 5. Don't remember
0-24

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CEC STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

_____ 8. How do you get to and from the Career Enrichment Center?

164 1. Ride the CEC bus 22 3. Walk
55 2. Drive 13 4. Other
100

_____ 9. In terms of hours per day, CEC courses are:

231 1. About the right length
21 2. Too long
6 3. Too short 0-6

What are the sources of your information about CEC? For each possible source of information please mark in the space to the left:
1 - if you have received information about CEC from this source
2 - if you have not received information about CEC from this source
3 - if you don't know or don't remember

Example:
1 1. Friend
2 2. CEC poster or flyer

Since the person who answered this question did receive information about CEC from a friend he/she filled in a "1" in the space next to the question. Since he/she did not receive information from a CEC poster or flyer he/she filled in a "2" for that question.

1-77 2-139 3-29 4-7 0-14 10. A teacher at my home school.
1-161 2-74 3-13 0-16 11. Friend
1-152 2-70 3-19 4-1 0-32 12. Home high school course catalogue
1-115 2-112 3-45 4-1 9-21 13. Counselor at my home school
1-82 2-136 3-26 4-1 0-17 14. CEC poster or flyer
1-124 2-99 3-17 0-23 15. CEC counselor or teacher - group presentation
1-78 2-141 3-24 4-1 0-20 16. CEC counselor or teacher - on a one-to-one basis
1-54 2-94 3-65 4-1 0-50 17. Other

Items 18-23 list programs at the Career Enrichment Center. For each item, please mark in the space to the LEFT:
1 - if you have taken or are now taking one or more CEC courses in this program
2 - if you have not taken or are not now taking one or more CEC courses in this program
3 - if you don't know or don't remember

1-65 2-181 3-5 0-13 18. Business (for example: Data Processing, Court Reporting)
1-50 2-191 3-8 0-15 19. Mathematics (for example: Advanced Math, Computer Science)
1-62 2-185 3-5 0-12 20. Home Economics (for example: Beauty Culture)
1-31 2-213 3-7 0-13 21. Industrial Arts (for example: Drafting, Electronics)
1- 2-210 3-6 0-16 22. Foreign Language (for example: Latin, Spanish)
1-60 2-178 3-10 0-16 23. Science (for example: Geology, Botany/Genetics)

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CEC STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Questions 24-29 list possible reasons why a student might take a CEC course. For each item please mark:

1 - if the reason was/is important to you
2 - if the reason was/is not important to you
3 - if you don't know/aren't sure

1-220 2-28 3-12 0-4 24. Prepare for a specific job/career

1-182 2-64 3-23 3-23 0-5 25. Prepare for college

1-239 2-41 3-12 0-2 26. Interest in the course

1-194 2-87 3-17 0-4 27. Learn more about a job/career that you may or may not enter

1-86 2-154 3-20 0-4 28. Make up credits for graduation

1-64 2-82 3-80 0-38 29. Other

Below is a list of goals. In your opinion, which of them are currently goals of the Career Enrichment Center? For each statement, please mark to the best of your knowledge:

1 - if it IS a goal of the CEC
2 - if it IS NOT a goal of the CEC
3 - if you DON'T KNOW/AREN'T SURE

Example:

1 1. To provide classes for students in the Albuquerque Public Schools

Since it is a goal of CEC to provide classes for students in APS, "1" is the appropriate answer

1-200 2-26 3-35 0-3 30. To provide one or more job training programs that lead to a license or certificate (for example: building contractor, nurse)

1-102 2-112 3-47 0-3 31. To provide classes for students who need extra help with school (for example: Basic English, Basic Math)

1-223 2-47 3-22 0-2 32. To provide college preparatory classes

1-164 2-46 3-51 0-3 33. To assist students in job placement

1-210 2-10 3-12 0-2 34. Offer courses that are NOT offered at my home high school

1-164 2-59 3-38 0-3 35. Give students the chance to explore a hobby

1-80 2-121 3-60 0-3 36. To offer courses primarily for juniors and seniors

1-92 2-90 3-78 0-4 37. To teach students to enjoy the fine arts

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CEC STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

Please indicate your opinion about the emphasis that the Career Enrichment Center currently places on each of the following subject areas or programs. Do not be concerned whether your answer is "right" or "wrong." It is your opinion that is important. Please mark:

1 - if there is now HIGH emphasis
2 - if there is now MEDIUM emphasis
3 - if there is now LOW emphasis
4 - if there is now NO emphasis
5 - NO OPINION

5-27

1-146 2-80 3-9 4-2 38. Business

1-145 2-83 3-23 5-13 39. College Preparatory Classes

1-214 2-30 3-9 4-1 5-14 0-1 40. Computer Education

1-47 2-98 3-43 4-36 5-39 0-1 41. English

1-23 2-59 3-66 4-76 5-39 0-1 42. Fine Arts (for example: Music, Art, Drama)

1-48 2-98 3-55 4-33 5-39 0-1 43. Home Economics (for example: Foods, Clothing, Fashion Trades)

1-82 2-95 3-36 4-42 5-39 44. Industrial Arts (for example: Metals, Drafting, Construction)

1-142 2-74 3-22 4-6 5-19 0-1 45. Mathematics

1-105 2-78 3-42 4-4 5-34 0-1 46. Modern and Classical Languages

1-[illegible]2 2-56 3-19 4-6 5-21 47. Science

1-35 2-64 3-74 4-42 5-48 0-1 48. Social Studies

1-152 2-51 3-28 4-6 5-25 0-2 49. Vocational Education (job training) for example: auto mechanics, nursing, office occupations

1-59 2-43 3-31 4-45 5-79 0-7 50. Work Study Program (credit for working)

Please indicate your opinion about the emphasis that the Career Enrichment Center should place on each of the following subject areas or programs. Again, it is your opinion that is important here. Please mark in the space provided.

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

1-176 2-63 3-8 4-3 5-13 0-1 51. Business

1-205 2-41 3-8 4-1 5-8 0-1 52. College Preparatory Classes

1-215 2-31 3-4 4-3 5-10 0-1 53. Computer Education

1-102 2-94 3-38 4-17 5-12 0-1 54. English

1-57 2-100 3-60 4-31 5-14 0-2 55. Fine Arts (for example: Music, Art, Drama)

1-57 2-90 3-78 4-24 5-13 0-2 56. Home Economics (for example: Foods, Clothing, Fashion Trades)

1-[illegible] 2-95 3-31 4-13 5-17 0-1 57. Industrial Arts (for example: Metals, Drafting, Construction)

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CEC STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

1 - if there should be HIGH emphasis
2 - if there should be MEDIUM emphasis
3 - if there should be LOW emphasis
4 - if there should be NO emphasis
5 - NO OPINION

1-181 2-54 3-14 4-3 5-10 0-2 58. Mathematics

1-100 2-100 3-39 4-8 5-15 0-2 59. Modern and Classical Languages

1-180 2-42 3-20 4-6 5-14 0-2 60. Science

1-64 2-91 3-68 4-21 5-16 0-4 61. Social Studies

1-161 2-56 3-17 4-14 5-14 0-2 62. Vocational Education (for example: auto mechanics, nursing, office occupation)

1-127 2-47 3-24 4-20 5-36 0-10 63. Work Study Program (credit for working)

For questions 64-80, please mark in the space provided:
1 - if you STRONGLY AGREE with the statement
2 - if you AGREE with the statement
3 - if you NEITHER AGREE NOR DISAGREE with the statement
4 - if you DISAGREE with the statement
5 - if you STRONGLY DISAGREE with the statement

1-95 2-108 3-51 4-7 5-2 0-1 64. I understand CEC's role in the Albuquerque Public Schools (CEC's "role" means the part it plays in carrying out the districts plan)

1-131 2-107 3-23 5-2 0-1 65. I understand CEC's program goals ("Program goals" means what CEC is trying to do for its students)

1-128 2-101 3-24 4-8 5-2 0-1 66. I know what types of courses CEC offers

1-179 2-63 3-8 4-1 5-2 0-1 67. The CEC is a successful program

1-67 2-58 3-25 4-11 5-2 0-1 68. The CEC plays an important role in the Albuquerque Public Schools

1-14 2-35 3-47 4-111 5-54 0-1 69. CEC courses are primarily for students with high grades

1-65 2-91 3-50 4-44 5-12 0-2 70. I received enough information about CEC before enrolling

1-38 2-78 3-62 4-61 5-24 0-1 71. Most students in my home high school are familiar with the CEC

1-69 2-87 3-51 4-41 5-14 0-2 72. CEC courses fit in conveniently with the rest of my class schedule

1-152 2-74 3-27 4-5 5-4 0-2 73. If I have the opportunity, I encourage other students to take CEC courses

1-132 2-74 3-49 4-5 5-3 0-1 74. CEC's courses and programs are a valuable supplement to the courses and programs at my home school

1-47 2-47 3-81 4-57 5-31 0-1 75. Transportation is a major obstacle to student enrollment at CEC

1-48 2-104 3-64 4-33 5-14 0-1 76. Time schedules at my home school and CEC are coordinated so as to minimize conflict

1-32 2-45 3-64 4-89 5-32 0-2 77. A CEC counselor has given me college information

1-39 2-58 3-55 4-82 5-28 0-2 78. A CEC counselor has given me career/job information

1-60 2-73 3-45 4-64 5-20 0-2 79. A CEC teacher has given me college information

1-83 2-88 3-33 4-41 5-17 0-2 80. A CEC teacher has given me career/job information

CEC STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

To what extent have the following teaching methods been used in your classes at the Career Enrichment Center? Please mark:

1 - if the method is/was used frequently
2 - if the method is/was used occasionally
3 - if the method is/was used rarely
4 - if the method is/was used never
5 - if you don't know or don't remember

1-78 2-72 3-56 4-36 5-20 0-2
81. Independent Study (outside the classroom)--research on your own guided by your teacher

1-31 2-76 3-55 4-92 5-8 0-2
82. Field trips--visits to businesses, colleges, etc.

1-74 2-50 3-22 4-10 5-6 0-2
83. Supervised individual work in the classroom

1-79 2-31 3-30 4-113 5-7 0-2
84. Team teaching--two or more teachers jointly teach one class

1-33 2-20 3-28 4-153 0-2
85. On the job experience, paid or volunteer

1-52 2-55 3-42 4-96 5-17 0-2
86. Job Shadowing--learning about a job by observing at the work site

1-40 2-45 3-39 4-98 5-37 0-2
87. Interdisciplinary Approaches--for example, learning about history in a science class

1-[illegible]70 3-50 4-81 5-22 0-2
88. Frequent student presentations to the class

1-47 2-39 3-38 4-98 5-40 0-2
89. Individual Student Contracts. You and the teacher agree in writing how you will earn your grade

How often have you used the following services provided by the Career Enrichment Center? Please mark in the space:

1 - if you have frequently used the service
2 - if you have occasionally used the service
3 - if you have rarely used the service
4 - if you have never used the service
5 - if you don't know or don't remember

1-69 2-70 3-63 4-53 57 0-2
90. Media Services - Library

1-29 2-49 3-87 4-88 5-9 0-2
91. Planetarium

1-62 2-88 3-49 4-54 5-9 0-2
92. Guidance Information System - Computerized information on colleges, careers, financial aid

1-241 2-45 3-60 4-123 5-10 0-2
93. Counseling Services

1-32 2-22 3-31 4-158 5-19 0-2
94. Special Institutes - for example: summer gifted program, physicians' lecture series, summer science research institute

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CEC STUDENT QUESTIONNAIRE - CEC DELIVERY OF SERVICES EVALUATION

How satisfied are/were you with the following services. Please mark:

1 - if you are/were very satisfied
2 - if you are/were satisfied
3 - if you are/were neither satisfied nor dissatisfied
4 - if you are/were dissatisfied
5 - if you are/were very dissatisfied

1-160 2-73 3-24 4-5 0-2 95. Academic courses. Please consider the overall quality of courses you have taken at CEC

1-58 2-92 3-77 4-13 0-2 96. Media Services

1-85 2-69 3-96 4-10 5-2 0-2 97. Planetarium

1-92 2-82 3-75 4-7 5-5 0-3 98. Guidance Information System

1-59 2-70 3-17 4-10 5-6 0-2 99. Counseling Services

THANK YOU FOR YOUR TIME AND COOPERATION

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APPENDIX II

INTERVIEW INSTRUMENTS

INTERVIEW INSTRUMENT

DISTRICT ADMINISTRATOR

The following questions were asked of the district administrators, as appropriate.

A. Institutional Role and Identity

1. To the best of your knowledge what has been the history of CEC's development?
2. How do you view the role of CEC in the district--as it is and as it should be?
3. Is there a consensus in the district regarding CEC's role? Why or why not?
4. What attempts have been made by CEC personnel or others to define CEC's role?
5. Have you seen written goals and objectives for the CEC?
6. To the best of your knowledge, are goals and objectives updated? If so, how?
7. Are CEC's goals and objectives appropriate?
8. What input have high school staffs had in defining goals and objectives?
9. To what extent has CEC achieved its goals?
10. How does CEC define its target student population? How appropriate is this definition?

B. Curriculum and Curriculum Development Process

1. What is the basis for the curriculum development process at CEC?
2. To what extent are courses at CEC defined in terms of their utility to students?
3. What curriculum changes, if any, would you like to see at CEC?
4. What aspects of the curriculum would you like to remain the same?

C. Articulation and Communication

1. How would you rate communication and coordination between CEC and the high schools regarding curriculum.
2. What factors contribute to this?
3. What changes could be made?
4. How effective is the information delivery system?

D. Logistics and Methodology

1. What logistical factors have been barriers to enrollment at CEC?
2. What has been and can be done about them?

E. Special Services

1. How familiar are you with the special services offered by CEC?

INTERVIEW INSTRUMENT

CEC ADMINISTRATORS AND DEPARTMENT HEADS

The following questions were asked of CEC adiministrators and department heads, as appropriate.

A. Institutional Role and Identity

1. Please summarize the history of CEC's development, along with pertinent background information.
2. What do you see as CEC's role in the district?
3. How do others in the district see your role? To what extent is this a consensus?
4. What is your dream for the CEC?
5. What attempts have been made by CEC or others to define CEC's role?
6. Are goals and objectives updated and reevaluated? If so, how?
7. Are original goals and objectives still appropriate?
8. To what extent do you feel CEC's goals have been achieved?
9. How does CEC define its target student population?

B. Curriculum and the Curriculum Development Process

1. What is the curriculum development process?
2. What is the rationale for courses and programs?
3. What is done if a class has a small enrollment?
4. Is there a needs assessment procedure?
5. What curriculum changes would you like to see at CEC?
6. What aspects of the curriculum should remain the same?
7. What factors influence enrollment in courses?

C. Articulation and Communication

1. How would you rate cooperation and communication between CEC and the regular high schools?
2. What factors contribute to the presence or absence of communication?
3. How closly do you coordinate curriculum with the high schools?
4. What role do you take in articulating with the high schools?
5. How familiar are high school staffs with your curriculum?

D. Logistics and Methodology

1. What logistical factors have been barriers to student enrollment?
2. What can be, or is being, done about them?

E. Special Services

1. What is the role of special service in CEC's program?

INTERVIEW INSTRUMENT

HIGH SCHOOL ADMINISTRATOR

The following questions were asked of the high school curriculum assistant principals, as appropriate.

A. Institutional Role and Identity

1. What do you see is CEC's role in the district?
2. How successfully have CEC's goals been achieved?
3. What is CEC's target student population?

B. Course and Curriculum Development Process

1. How adequately do you think CEC's curriculum meets students' needs?
2. What changes, if any, would you like to see in CEC's curriculum?
3. What would you like to remain the same?

C. Articulation and Communication

1. How would you rate cooperation and communication with CEC?
2. What factors contribute to this?
3. How closely is CEC's curriculum coordinated with the high schools?
4. How adequate is the information you receive from CEC?

D. Logistics

1. What logistical factors have been barriers to enrollment at CEC?
2. What can be done about them?

E. Special Services

1. How familiar are you with the special services at CEC?

APPENDIX III

RECOMMENDATIONS FROM DR. HUTCHINS' STUDY

THE ROLES OF THE CAREER ENRICHMENT CENTER AS PERCEIVED BY SELECTED GROUPS

RECOMMENDATIONS FROM DR. HUTCHINS' 1978 RESEARCH STUDY ON PERCEPTION OF CEC'S ROLES

Curricular and Operational

The following recommendations, based on findings and conclusions of the study, are presented as they pertain to the seven roles studied.

1. The Career Enrichment Center should continue to provide--and by utilizing an expanded curriculum and facilities--strive for even greater provision of information, orientation, exploration, and in-depth study of careers. This would involve the addition of classrooms and laboratories, offering more career-oriented courses, expanding the shadow program, expanding work-study programs, and a greater use of the Guidance Information System. This would also serve as basis for the existence of the Career Enrichment Center and justify the name it bears. It is a role common to most career education programs, and meets a specific mandate of the Albuquerque Public Schools Board of Education.

2. The mechanics and processes of communication, both vertical and horizontal, needs to be refined and improved, and could eliminate many of the conflicts that arise concerning the roles, purposes, endeavors, and accomplishments of the Career Enrichment Center. Specific recommendations for improving communication include the following: (a) a better means of communicating the accomplishments and endeavors of the Career Enrichment Center to other groups by the Career Enrichment Center staff and the instructional division, utilizing newsletters, memos from the instructional division to the high schools, and the public media; (b) the initiation of communications to the high schools concerning the Career Enrichment Center and its role in courses other

than vocational courses by the instructional division; (c) a better means of communicating the offerings and programs of the Career Enrichment Center to other groups by the Career Enrichment Center staff and the instructional division by insertion of Career Enrichment Center course offerings in all high school student handbooks, and by the instructional division mandating that the Career Enrichment Center staff have access to high school students for the purpose of program explanation; (d) more communication between all groups concerning the program of the Career Enrichment Center, utilizing student visits to the Career Enrichment Center, exchange of ideas by the Career Enrichment Center and high school staffs, district departmental meetings, and reorganization of advisory boards to include wider representation from the various groups; and (e) the devotion of much effort and time to improving communication and coordination with other educational institutions and with all community groups, utilizing all the above mentioned mechanics plus word-of-mouth communication.

For maximum student benefits, communication should be an endeavor, not only of the Career Enrichment Center staff, but also of the other groups. All groups should be knowledgeable about the programs of the Career Enrichment Center and their potential value to students.

3. The Career Enrichment Center needs to respond to providing job-entry level skills and job placement services by a greater utilization of vocational offerings, work study programs, shadow programs, and the addition of a job placement component. This is compatible with similar roles of other career education programs, and reflects a basic

component of career education philosophy. It is a role assumed but not adequately accomplished by the Career Enrichment Center.

4. The Career Enrichment Center should continue to provide advanced academic and enriching courses, and other supplementary courses, and should expand the appropriate offerings. If the Career Enrichment Center is to accomplish this "academic" role to the extent expected by the various groups, these offerings need to be expanded to fill identified voids in existing high school curricula.

5. The Career Enrichment Center should continue to offer a flexible program designed to meet specialized and individual needs of students. This seems to be an important role, not only for the Career Enrichment Center, but for other career education programs. The degree of importance attached to this role by all groups indicates a recognition of individual differences among students and the need to provide programs to accommodate these differences.

6. High school teachers should seek to become informed about Career Enrichment Center programs and their potential value to students, and should be supportive of the programs. This recommendation also involves communication, but is directed primarily toward the optimal benefits realized by students when teachers are supportive of the Career Enrichment Center programs.

7. The Board of Education should recognize the desire, demand, and need for enrichment programs for middle and elementary school students and for the public, and should dedicate funding, facilities, and time to enrichment programs, as long as they do not detract from the

instructional program of the Career Enrichment Center. This would involve extending the operation of the planetarium to a year-round, extended day, and extended week basis, and would involve providing additional academic and orientation programs for middle and elementary school students. This recommendation is based on the expressed desires of the community for the accomplishment of this unique role. These desires are probably prompted by the absence of similar programs in the community.

8. The Career Enrichment Center should eliminate providing a management system for district alternative programs as one of its functions, and the Board of Education should delete the role from its mandate for the Career Enrichment Center. This role is unique to the Albuquerque Public Schools and was mandated by the Board of Education of 1972. However, conclusions drawn from this study indicate that it is not a viable role, unless there is a rearrangement of priorities by the Board of Education.

9. The Career Enrichment Center staff should, with support from the instructional division, provide leadership in articulating high school programs. In both the academic and vocational areas, courses offered at the Career Enrichment Center represent the advanced--or sometimes unique--courses in that discipline. Since the Career Enrichment Center departmental chairpersons have a broader perspective of the sequence and articulation of the courses in their discipline, have the expertise and counsel of an advisory board, and have established community contacts for information and resources, they should serve

half-time as district curriculum coordinators for their respective disciplines. This would have the added benefit of saving the district one-half of a coordinator's salary for those disciplines offered by the Career Enrichment Center.

Recommendations based on the descriptive responses are as follows:

1. The Board of Education should expand the facilities of the Career Enrichment Center, in order to expand its offerings.

2. In the absence of a vocational high school, the Career Enrichment Center should expand its offerings to include advanced courses in typing, carpentry, drafting, plumbing and electricity, office occupations, auto mechanics, and commercial art. It should also offer fashion and design, radio broadcasting, graphic arts, child care, hospitality, stagecraft, and medical-related occupations.

3. The Career Enrichment Center should expand its academic or college preparatory offerings to include advanced courses in language arts, astronomy, political science, consumer education, law, economics, languages, chemistry, and interdisciplinary programs.

4. The Career Enrichment Center should not duplicate courses offered in most high schools, but should offer courses so that all students have an opportunity to take a given course.

5. The district should provide for high school staffs and the Career Enrichment Center staff to coordinate and exchange ideas.

6. The Career Enrichment Center should initiate and maintain a thorough follow-up procedure to document its accomplishments.

7. The Career Enrichment Center should devote more time and effort to improving public relations and its image with the high schools through the communication mechanics noted earlier in this chapter.

8. The Career Enrichment Center should provide leadership and serve as a nucleus for formation of a vocational high school, should the need for one be established.

9. The Career Enrichment Center should formalize and adopt the additional role of serving as an extension of, and a support facility for, each high school, as the descriptive responses indicate that it is presently, and should be, accomplishing the role.

10. The Career Enrichment Center should continue to operate as a true magnet school, and be given the flexibility to fulfill that mission.

Conflict Resolution

Resolution of role conflicts, as recommended based on the findings of the study include:

1. A new, revised, or reaffirmed position or perception of the Board of Education and district administrative personnel, concerning the roles of the Career Enrichment Center, particularly in the area of serving as a district management system for alternative programs and leading in high school articulation, which was controversial and ranked relatively unimportant. If a role is not perceived by the Board and administration as important, then the expectations related to that role should be removed from consideration. If a role is perceived to be important, then it should be reiterated and emphasized, which would

lessen the conflict and controversy surrounding that role.

2. The district instructional division taking positive action to ensure that students have access to information about the Career Enrichment Center and its programs. This includes advertising of the Center programs through the school, the students being accessible for recruitment by the Career Enrichment Center staff, and flexibility in bus and program scheduling.

3. The Career Enrichment Center assuming the role of communicating and coordinating with other groups to a greater extent, and placing prime importance on the area of education of the groups involved in the study. A better knowledge and understanding of the roles of the Career Enrichment Center could lessen conflicts to a great extent.

These recommendations would be appropriate for a district having or planning to have an institution similar to the Career Enrichment Center of Albuquerque Public Schools. Literature indicates that other career education programs across the nation may face similar conflicts, and could benefit from the results of the study conducted of the Career Enrichment Center.

Further Study

Based on the results of this study, recommendations for further study related to the Career Enrichment Center and its roles, and to the concept of roles applied to institutions are as follows:

1. There is a need for a study designed to determine appropriate objectives and concomitant expectations for each role defined by this study, and other roles that may be appropriate at that time.

Results of this study would serve as the basis for the next recommendation.

2. A study should be designed to outline a comprehensive evaluation of the Career Enrichment Center, based on using roles, objectives, and expectations determined in the recommended study above as a standard against which to measure the extent to which the Career Enrichment Center has accomplished the roles.

3. A study should be initiated to compare the roles, expectations, and objectives of the Career Enrichment Center with those of other similar career education centers in the United States.

4. A valuable study could be conducted to determine an effective and appropriate design of a model for follow-up study of former Career Enrichment Center students. The design should include methodology, extent, limitations, and methods of analyzing the results.

It is further recommended that the approach used in this study—perception of roles—be utilized to a greater degree as a way of looking at educational programs. This would be valuable, particularly as a model for a significant portion of an evaluation process.

APPENDIX IV

OBJECTIVES OF THE CAREER ENRICHMENT CENTER

APPENDIX IV

OBJECTIVES OF THE CAREER ENRICHMENT CENTER

The objectives of the educational program of the Career Enrichment Center are:

1. Reinforce all basic education in the communicative arts, history, science, mathematics, and the cultures of our society.

2. Help students assume responsibility for the results of their own actions in pursuing interests, forming attitudes and determining capabilities essential to effective citizenship in a democratic society.

3. Help students improve skills for efficient reading for every need and purpose and knowledge.

4. Help students realize the value in the will to search for true understanding and knowledge.

5. Help students improve skills and habits of keen observation and careful listening for considered judgments in decision making.

6. Help students develop an interest in, and appreciation for the fine arts.

7. Provide students the opportunity to gain the skills and knowledge necessary for entry into the world of work.

8. Help students prepare for further training and/or higher education.

9. Provide career guidance, information, and exploration in the various fields related to the program of the Center.

10. Provide enriched training, skills, field trips, and "hands-on" experiences for the student considering an aide, technical, or professional career.

11. Acquaint students with numerous occupations and occupational roles available to them through academic and vocational exploration activities.

12. Reinforce and supplement the offerings of the Albuquerque high schools.

13. Offer a program designed to provide for individual differences, special characteristics, needs, and dispositions of adolescents.

14. Make students aware of their relationship with the community in which they live.

15. Provide leadership in developing a sequential, articulated curriculum for the district.

16. Realize maximum use of facilities, personnel, and equipment, through extended day and year-round operation.

17. Provide special services to the district, the district schools, and the community, as they are available.

18. Emphasize the importance of, require the use of, and provide training for effective communication in all areas and to all people.

19. Provide coordination and liaison between the school, industry and labor, and the community.

20. Provide comprehensive career counseling services for students.

21. Assist in job procurement and job placement of CEC students and other high school students.

APPENDIX V

DR. CAROLYN WOOD'S REVIEW OF CEC'S PROGRAM GOALS AND OBJECTIVES

GOALS AND OBJECTIVES OF THE CAREER ENRICHMENT CENTER

Prepared by

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GOALS AND OBJECTIVES OF THE CAREER ENRICHMENT CENTER

This report is part of a larger evaluation of the Career Enrichment Center (CEC) conducted by the Instructional Research, Evaluation and Testing Unit of the Albuquerque Public Schools. Its purpose is to describe the goals and objectives of the CEC in terms of clarity and realism and to assess the extent to which the objectives can be operationalized and their attainment measured.

Goals of the Career Enrichment Center

Six goal statements were gleaned and reconstructed from a five paragraph description written to publicize the nature of the Career Enrichment Center. The goals of the CEC appear to be the following:

1. to provide optional educational opportunities for highly motivated 11th, 12th and post-graduate students;
2. to design courses in academic, vocational or avocational areas for students with specialized needs and interests. Specialized needs and interests are defined as those requiring special facilities, special teaching abilities and skills which are limited in supply, and as those for which the demand in individual schools is insufficient to justify offering the course.
3. to provide instruction in two to three hour time blocks during and after school hours on a year-round basis.
4. to arrange transportation as needed to and from the Center and satellite stations which may be located on or off school sites.
5. to serve as a liaison and provide coordination with technical training institutions, business and vocational training schools, universities, employers and cooperating agencies.
6. To serve as a management center for enrichment opportunities (in A.P.S.) by coordinating the operation of all satellite stations as well as many of the existing alternative programs such as summer school, night school, alternative high school and most work study programs.

If goals are viewed as designating the general mission or aims of a program, Goal Statements 1-4 appear to be relatively clear and realistic. Additionally, they lend themselves to operationalization with one exception: It is difficult to ascertain the meaning and determination of "highly motivated students" in Goal Statement 1.

On the other hand, Goals 5 and 6 are somewhat ambiguous in terms of clarity, realism and operationalization. The manner in which the CEC will provide coordination and serve as a liaison with educational institutions, employers and other agencies outside of A.P.S. is not clear. In addition, it is difficult to understand the manner in which the CEC serves as a management center for enrichment opportunities, coordinating all satellite stations and many existing alternative programs. Are CEC personnel instrumental in arranging, determining, organizing, and/or regulating the offerings within both A.P.S. and organizations in the wider community? Perhaps the goal is a less comprehensive one in which CEC personnel become knowledgeable of training offerings in the wider community and the needs of employers and other agencies and use this information as a basis of planning. In either case, the current language of the program's goals do not clearly express the nature of this function.

Finally, Goals 5 and 6 may tend to lead one to believe that the CEC focuses primarily on technical and vocational training. Upon further investigation, a listing of courses offered at CEC suggests that in addition to courses such as beauty culture, building trades, drafting and practical nursing, other more academic offerings such as foreign language, honors chemistry, microbiology, and physics are available. A statement is needed which is somewhat more definitive than the one indicating the offering of courses focusing on academic, vocational or avocational interests. If one

were not privy to a course list, one might turn to the Statement of Objectives written for the CEC to clarify and provide a more definitive understanding of the CEC's mission and aims.

Objectives of the Career Enrichment Center

The Objectives of the Career Enrichment Center do not offer a clearer or more operational description of student and/or CEC staff behaviors. Rather than provide a more specific, measurable description of behavior or product, many of the 21 stated objectives tend to broaden the scope of the CEC so that the program of this Center becomes virtually indistinguishable from a general high school program. This can be seen in the following 11 objectives:

1. Reinfore all basic education in the communicative arts, history, science, mathematics, and the cultures of our society.
2. Help students assume responsibility for the results of their own actions in pursuing interests, forming attitudes and determining capabilities essential to effective citizenship in a democratic society.
3. Help students improve skills for efficient reading for every need and purpose and knowledge.
4. Help students realize the value in the will to search for true understanding and knowledge.
5. Help students improve skills and habits of keen observation and careful listening for considered judgments in decision making.
6. Help students develop an interest in, and appreciation for the fine arts.
7. Provide students the opportunity to gain the skills and knowledge necessary for entry into the world of work.
8. Help students prepare for further training and/or higher education.
13. Offer a program designed to provide for individual differences, special characteristics, needs, and dispositions of adolescents.

14. Make students aware of their relationship with the community in which they live.

18. Emphasize the importance of, require the use of, and provide training for effective communication in all areas to all people.

A person intent upon discovering the nature of the Career Enrichment Center becomes particularly confused upon studying some of these objectives. If one assumes, as the goal statements indicate, that the CEC provides optional educational opportunities for students with specialized needs and interests, then one experiences difficulty reconciling the declaration in some of the objectives that the purpose of the CEC is to "Reinforce all basic education . . . ;" "help students develop an interest in . . . the fine arts;" and "provide training for effective communication in all areas to all people" (emphases added).

Five other objectives are similar to those listed above in that they are general in scope and could be included as the stated objectives of most high school programs. They do differ, however, from the above objectives in that they focus on some aspect of a students' future career:

9. Provide career guidance, information, and exploration in the various fields related to the program of the Center.

10. Provide enriched training, skills, field trips, and "hands-on" experiences for the student considering an aide, technical, or professional career.

11. Acquaint students with numerous occupations and occupational roles available to them through academic and vocational exploration activities.

20. Provide comprehensive career counseling services for students.

21. Assist in job procurement and job placement of CEC students and other high school students.

Five of the 21 objectives do appear to distinguish the Career Enrichment Center from other high school programs. However, these

objectives, like the 16 mentioned previously, are not written in a form which provides a clear behavioral description of fundamental activities in which either students or staff engage nor do they appear to serve as a useful guide for program definition and development. Additionally, because they are written at a very general level, they do not appear to clarify the role of the CEC within the district nor do they give the reader an appreciation for the manner in which the CEC goals are operationalized. The remaining five objectives include:

12. Reinforce and supplement the offerings of the Albuquerque high schools.

15. Provide leadership in developing a sequential, articulated curriculum for the district.

16. Realize maximum use of facilities, personnel, and equipment, through extended day and year-round operation.

17. Provide special services to the district, the district schools, and the community, as they are available.

19. Provide coordination and liaison between the school, industry and labor, and the community.

In sum, four of the six goal statements appear to be clear, realistic and generally helpful in giving the reader a sense of the CEC's mission. On the other hand, the remaining two goal statements and the 21 objectives do not tend to be very useful in further explaining the mission or in specifying the unique activities of the CEC. Finally, because many of the objectives tend to resemble statements of philosophy rather than performance or behavioral objectives, it is difficult, if not impossible, to determine if the objectives have been met. Rather the objectives tend to represent ideals towards which a program continually strives rather than concrete, measurable behaviors which provide both guidance in program development and a definitive "presentation of self" to the general public.

A Caveat Regarding the Use of Goals and Objectives as the Basis for Program Evaluation

Goal- and or objectives-based evaluations are common phenomena in evaluation circles today. That a program evaluation be driven by the written statements of staff regarding program aims, purposes and projected activities appears to be a logical and fair way to judge the merits of a program. Ideally, the goals and objectives provide the evaluator with statements of what is to be done and operational statements of how it is to be accomplished; and consequently, measuring th extent to which the goals are achieved and the designated processes are followed provides a logical evaluation focus.

In a program such as the Career Enrichment Center, the goal statements provide the evaluator with a "feeling for" the mission and aims of the program, but the objectives of the program do not lend themselves to operational statements which are useful for purposes of measurement. Therefore, what statement does the evaluator make in relation to this? The wisest course of action might be to make a simple statement to that effect and use other criteria to provide the basis of the evaluation.

In other instances, when the program goals and/or objectives lend themselves to measurement, the evaluator may be well advised to proceed cautiously in assessing the program in relation to goal and objective attainment. Frequently the act of devising goals and objectives is viewed by program staff as a perfunctory activity, accomplished in order to satisfy administrative mandates (e.g., all programs must have goals and objectives) rather than in order to guide program development and/or evaluation. At other times goals and objectives may have been written by individuals other

than those who are responsible for program implementation. Secondly, an evaluation based on stated goals and objectives may end up comparing original intentions with emerging unwritten goals and objectives. Particularly in a program like the Career Enrichment Center, which was created to respond to the changing needs of students, prospective employers and other agencies, one would not necessarily expect correspondance between goals, objectives and activities. And quite possibly, important activities not noted in the statement of goals and objectives would be overlooked by an evaluator using a goal-driven evaluation.

In conclusion, an examination of the goals and objectives contained in the CEC material demonstrates that they do not serve one of the purposes of such statements, namely, to provide a "yardstick" with which to measure the program. Before revision of these statements is undertaken, however, their function should be clarified. Since the CEC does not have a captive student population, it would seem that its goal statements should focus, at least in part, on representing the program to parents, educators and potential students. It is recommended that the objectives be written in concrete, observable terms in order to facilitate program definition and development. In any case, objectives should be written in such a way as to clearly describe the unique ways in which the CEC strives to meet student needs. Although the program necessarily incorporates many of the general high school program aims, the statement of objectives for the Career Enrichment Center should, to the extent possible, reflect its unique character as a multi-dimensional supplementary program which strives to be responsive to and reflective of particular, changing needs of secondary students in the Albuquerque Public Schools.

APPENDIX VI

CEC ENROLLMENTS LISTED BY COURSE, SESSION, AND SCHOOL YEAR

Appendix 6

CEC ENROLLMENT RECORDS OF STUDENTS BY: COURSE, SESSION, AND SCHOOL YEAR

The number of students indicated means students who completed the course and received a grade. The figures represent an average enrollment for both semesters.

AEROSPACE PROGRAM

COURSE	SESSION	75-76	76-77	77-78	78-79	79-80	80-81	81-92	82-83
1. Aerospace Education	1	9	13	19	6	11	16	16	--
Capacity - 24	2	13	10	22	18	9	14	--	16
	3	10	16	22	15	19	23	--	--
	4	18	14	17	9	8	10	13	7
2. Aviation Pilot	1	--	--	--	--	--	--	15	16
Capacity - 24	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	15	16
	4	--	--	--	--	--	--	--	--

BUSINESS EDUCATION

COURSE	SESSION	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
1. Advanced Data Processing	1	--	--	--	23	25	23	17	47
Capacity - 24	2	--	30	24	24	22	48	43	47
	3	16	23	26	25	23	25	26	40
	4	--	--	18	23	19	23	19	21
2. Beginning Word Processing	1	--	--	--	--	--	--	--	--
Capacity - 18	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	31
3. Business Programming	1	--	--	--	--	--	4	8	--
Capacity - NA	2	12	--	--	--	6	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
4. Computer Technician Aide	1	19	17	23	25	20	16	12	15
Capacity - 24	2	--	--	--	--	--	--	--	18
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
5. Court Reporting	"0"	--	--	16	8	11	12	8	13
Capacity - 15	1	--	--	--	--	--	--	--	--
	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
6. Data Entry	"0"	--	--	--	--	9**	--	--	--
Capacity - NA	1	--	--	--	--	--	--	--	--
	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
7. Word Processing	1	13	12	15	15	14	14	15	16
Capacity - 18	2	11	14	16	13	14	14	15	17
	3	--	15	16	15	16	14	15	18
	4	--	12	16	14	13	8	14	15

BEAUTY CULTURE

COURSE	SESSION	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
1. Beauty Culture	1	31	42	42	41	42	42	35	45
Capacity - 40	2	40	48	38	44	45	34	31	30
	3	33	37	38	40	38	40	35	45
	4	30	38	31	45	28	35	29	31
2. Cosmetology Supply Manager	1	--	2	includ	1	2	2	--	3
Capacity - 2/3	2	--	2	in	2	2	2	2	3
	3	--	2	beauty	2	3**	3	2	2
	4	--	2	cultur	--	--	3	2	2

**One semester class

FOREIGN LANGUAGE

COURSE	SESSION	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
1. Advanced Spanish	1	--	--	--	--	--	--	--	--
Capacity - 24	2	14	12	15	12	11	7	10	7
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
2. Creative French	1	--	--	--	--	--	--	--	--
Capacity - NA	2	--	--	--	--	--	--	--	--
	3	--	9	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
3. Italian	1	--	--	--	--	--	--	--	--
Capacity - 24	2	--	--	15	12	--	--	--	--
	3	--	14	--	--	--	--	--	--
	4	11	--	--	--	--	--	--	--
4. Japanese	1	--	--	--	--	--	--	--	--
Capacity - 24	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	12	12	15	18	10	--	--	--
5. Latin	1	13	--	--	--	--	--	--	--
Capacity - 24	2	--	--	--	--	--	--	--	--
	3	--	--	--	17	14	15	16	20
	4	--	--	11	--	--	--	--	--
6. Practical French	1	8	--	--	--	--	--	--	11
Capacity - 24	2	--	11	--	13	11	13	12	--
	3	--	--	15	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
7. Russian	1	--	--	--	--	--	--	--	--
Capacity - 16	2	--	--	--	--	--	--	--	--
	3	8	10	17	15	7	8	11	12
	4	--	--	--	--	--	--	--	--
8. English Oral Language Program	1	--	20	26	--	--	--	--	--
Capacity - NA	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
9. German	1	--	--	--	--	--	--	--	--
Capacity - 24	2	8	--	--	--	--	--	10	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
10. Spanish for Health Careers	1	--	--	--	--	--	--	--	--
Capacity - 24	2	--	--	--	--	--	--	--	--
	3	18	15	19	22	15	18	15	22
	4	--	--	--	--	--	--	--	--
12. English Oral Language	1	--	--	--	11	--	--	--	--
Capacity - NA	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
13. English Survival Skills	1	--	--	--	11	--	--	--	--
Capacity - NA	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--

**One semester class

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INDUSTRIAL ARTS

COURSE	SESSION	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
1. Advanced Drafting	1	--	--	--	--	--	--	--	--
Capacity - NA	2	--	--	--	--	--	--	--	--
	3	--	17	12	11**	--	--	13**	--
	4	--	--	--	--	--	15*	--	--
2. Building Trades I/II	1	--	--	--	11	9	10	10	12
Capacity - 18	2	--	--	--	13	12	12	12	16
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
3. Building Trades - Special Education	1	--	--	--	--	--	--	--	--
Capacity - 10	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	8
	4	--	--	--	--	--	--	--	--
4. Digital Electronics	1	--	--	16	21	18	18	17	17**
Capacity - 24	2	10	--	--	--	--	--	--	6**
	3	--	16	23	14	17	24**	--	13**
	4	9	--	15	13	--	--	--	--
5. Electronics I	1	--	--	--	--	--	--	--	20**
Capacity - 24	2	--	--	--	--	--	--	--	10**
	3	--	--	--	--	--	--	--	18**
	4	--	--	--	--	--	--	--	--
6. Servicing Electrical Appliances	1	--	--	--	--	--	--	--	--
Capacity - 24	2	--	--	--	24**	15**	18**	12**	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
7. Electric Fundamentals	1	--	--	--	--	--	--	--	--
Capacity - 24	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
8. Servicing Electrical Motors	1	--	--	--	--	--	--	--	--
Capacity - 24	2	10	19	19	20**	17**	16**	11**	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
9. Solid State Electronics	1	--	--	--	--	--	--	--	--
Capacity - 24	2	--	--	--	--	--	--	--	--
	3	11	12	17	15	--	--	--	--
	4	--	--	--	--	--	--	--	--

MATHEMATICS

COURSE	SESSION	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
1. Advanced Math/Fortran	1	--	--	--	--	--	--	--	--
Capacity - 24	2	13	10	15	17	13	13	14	11
	3	--	--	--	16	11	17	14	13
	4	16	15	19	--	--	--	--	--
2. Computer Scientific Programming	1	--	--	--	--	--	--	--	--
Capacity - 15 - 18	2	--	--	--	--	--	--	--	--
	3	21	21	27	--	--	--	--	--
	4	--	--	--	15	14	14	13	13
3. Mini Computer	1	--	--	--	--	--	--	--	--
Capacity - 24	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	17	19	15	20
	4	--	--	--	17	--	--	--	--
4. Introduction to Engineering	1	--	--	--	--	--	--	--	--
Capacity - NA	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	18	24**	22**	20**	26**	--
5. Independent Computer Problems	1	--	--	--	1	--	6	10	5
Capacity - NA	2	students included in			5	2**	4	8	5
	3	other courses: 2 - 4			6**	9	4	6	4
	4	per year			3	4	5	2	5

**One semester class

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NURSING PROGRAM

COURSE	SESSION	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
1. Nurse Assistant Capacity - 20	1	--	--	--	--	--	--	--	--
	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	16
	4	--	--	--	--	--	--	--	--
2. Nurses Aide Training Capacity - 20	1	--	--	--	3	--	2**	2**	--
	2	--	6	4	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
3. Practical Nurse Capacity - 30	1	8	--	--	--	--	--	--	11
	2	--	11	--	13	11	13	12	--
	3	--	--	15	--	--	--	--	--
	4	--	--	--	--	--	--	--	--

SCIENCE

COURSE	SESSION	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83
1. Advanced Physics Capacity - 24	1	--	--	--	--	--	--	--	--
	2	--	--	--	--	--	--	--	8
	3	--	2	6	--	1**	--	9	--
	4	--	--	1	2	--	--	--	--
2. Astronomy Capacity - 24	1	--	--	--	--	--	--	--	--
	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	17	16	18**	14**
3. Basic Physics Capacity - 24	1	--	--	--	--	--	--	--	--
	2	--	--	--	--	--	--	--	--
	3	16	20	15	14	20	26	17	21
	4	--	--	14	11	--	--	--	--
4. Geology Capacity - 24	1	--	--	--	--	--	--	--	--
	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	17**	16	14
	4	--	--	--	--	--	--	--	--
5. Microbiology Capacity - 24	1	--	--	--	--	--	12**	10**	7**
	2	11	18	26	17**	16**	11**	10**	8**
	3	16	17	20	16**	15**	--	--	--
	4	--	--	--	--	--	--	--	--
6. Planetarium Trainee Program Capacity - NA	1	--	--	--	--	--	--	--	--
	2	--	--	--	--	--	--	--	--
	3	--	3	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
7. Engineering 120 Capacity - NA	1	--	--	--	--	--	--	--	--
	2	--	--	--	--	--	--	--	--
	3	--	--	20	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
8. Epidemiology Capacity - 24	1	--	--	--	--	--	9**	10**	8**
	2	11	18	19	22**	9**	11**	10**	10**
	3	16	18	19	8**	12**	--	--	--
	4	--	--	--	--	--	--	--	--
9. Field Botany Capacity - 24	1	--	--	--	--	--	--	--	--
	2	12	23	22	19**	12**	12**	10**	10**
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
10. Genetics/Cytogenetics Capacity - 24	1	--	--	--	--	--	--	--	--
	2	17	17	18	16**	12**	10**	10**	8**
	3	--	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--	--
11. Human Animal Capacity - 24	1	17	19	19	20	21	21	19	16
	2	--	--	--	--	--	--	--	--
	3	--	--	--	--	--	--	--	--
	4	17	16	20	11	9	18	11	8

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APPENDIX VII

TESTIMONIALS FROM CURRENT AND FORMER CAREER ENRICHMENT CENTER STUDENTS

APPENDIX VII

TESTIMONIALS (UNSOLICITED)

CURRENT AND FORMER CAREER ENRICHMENT CENTER STUDENTS

1. "Keep CEC! It should be the pride of APS!"

2. "I loved CEC."

3. "Thank you for giving me the opportunity to take part in such an outstanding program."

4. "I feel CEC could be a fantastic program. It gave a sense of responsibility which made me want to go to class, because the learning didn't seem like a chore. The teachers are fantastic and I'd like to see CEC become a major part of APS, for it has a lot to offer."

5. "I think CEC has completely overlooked the career possibilities in the Fine Arts. Although playing in a symphonic orchestra is not looked at as a real job, some people would like to do this for the rest of their life. I realize the CEC is not equipped with a rehearsal hall so, any music program would not occur in the Charles R. Spain building.

   I don't think APS realizes what a great chance they have to start the best music program in the country. New Mexico is ranked 2nd in the nation in music. APS needs to offer a two and a half hour class for qualified musicians all over town. Think about it, it's a great opportunity."

6. "CEC is a fantastic program. It offers courses in a variety of areas; thus, allowing students to pursue possible career choices. The courses are never intended for only the brilliant or gifted students, but also for the students who are not quite as studious or bright. The classes are instructed in such a manner so that people want to and are willing to learn whereas at their home school they might not be."

   The students who attend CEC are the ones who are primarily interested in the program they go into. What I mean is they are truly interested in the class, are willing to put the time and energy into studying for the class, and are the ones who end up going somewhere in the world. These students are the select group who desire to gain knowledge even if it means they go to school from 8:00 A.M. to 5:00 P.M. without a lot of breaks and usually end up missing lunch for it.

   CEC provided me with not only a fantastic amount of knowledge and skills, but also the chance to meet other people from different schools who had some of the same interests and intentions in life as I have. I would like to thank APS for having CEC and for all of the teachers they hire who are concerned with what their students do. It was a great help to me."

APPENDIX VIII

RESULTS FROM CEC SCHOOL CLIMATE QUESTIONNAIRE

Results from CEC Staff School Climate Questionnaire

Items are ranked from highest positive rating to lowest positive rating. The rankings, the "IS" response for each item, are based on the average (mean) rating given by respondents to each item.

Rank (1=high) (41=low)	"IS" Mean (4=high) (1=low)	"SHOULD BE" Mean (4=high) (1=low)	
1.	3.86	3.88	Teachers know students as individuals.
2.	3.84	3.92	Faculty and staff want to help every student learn.
2.	3.84	3.92	Teachers treat students as persons.
2.	3.84	3.92	It is pleasant to be in this building; it is kept clean and in good repair.
5.	3.78	3.94	Students can count on teachers to listen to their side of the story and to be fair.
6.	3.76	3.94	I like working in this school.
6.	3.76	3.92	Students feel that the school program is meaningful and relevant to their present and future needs.
8.	3.73	3.91	Teachers have the students' best interest in mind.
9.	3.68	3.78	Teachers in this school are seeking better ways of teaching and learning.
10.	3.66	3.83	Students and staff are proud of their school plant and help to keep it attractive.
11.	3.63	3.89	Teachers from one subject area or grade level respect those from other subject areas.
12.	3.62	3.75	The instructional materials are adequate for our school program.
13.	3.58	3.78	Teachers and students are able to get the instructional materials they need at the time they are needed.
14.	3.55	3.83	Most students get positive feedback from faculty and staff.

15.	3.52	3.64	Teachers are held accountable in this school for providing learning opportunities for each of their students.
16.	3.45	3.86	In this school even low achieving students are respected.
17.	3.32	3.57	Resources are provided so that students may take advantage of learning opportunities in the community through field trips, work-study arrangements and the like.
18.	3.26	3.80	The administration is supportive of students.
19.	3.22	3.83	There is sufficient staff in this school to meet the needs of its students.
20.	3.13	3.81	When all is said and done, I feel that I count in this school.
21.	2.89	3.86	In this school we keep "looking ahead".
21.	2.89	3.71	I feel that my ideas are listened to and used in this school.
23.	2.87	3.83	The morale in this school is high.
24.	2.86	3.89	If I have a school-related problem, I feel there are channels open to me to get the problem worked on.
25.	2.78	3.83	The administration is aware of and lets staff members and students know when they have done something particularly well.
26.	2.76	3.83	People in this school solve problems; they don't just talk about them.
27.	2.72	3.74	The goals of this school are used to provide direction for programs.
28.	2.70	3.54	The administration is supportive of teachers.
28.	2.70	3.61	While I obviously can't have a vote on every decision that is made in this school that affects me, I do feel that I can have some important input into that decision.
30.	2.67	3.40	Teachers, students, and parents help to evaluate this school's program.

31.	2.63	3.58	The goals of this school are reviewed and updated.
32.	2.62	3.89	There is a "we" spirit in this school.
33.	2.61	3.64	When important decisions are made about the program in this school, I, personally, have heard about the plan beforehand and have been involved in some of the discussions.
34.	2.55	3.73	Community involvement is sought in developing the school's goals.
35.	2.51	3.83	When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges.
35.	2.51	3.66	Problems in this school are recognized and worked upon openly.
37.	2.50	3.74	Teachers feel free to communicate with the administrators.
38.	2.49	3.49	This school has set some goals as a school for this year, and I know about them.
39.	2.43	3.85	This school building has the space and physical arrangements needed to conduct the kinds of programs we have.
40.	2.34	3.70	Administration and teachers collaborate toward making the school run effectively.
41.	2.32	3.75	In this school the administrators try to deal with conflict constructively.

Results from CEC Student School Climate Questionnaire

Items are ranked from highest positive rating to lowest positive rating. The ratings, the "IS" response for each item, are based on the average (mean) rating given by respondents.

Rank (1=high) (25=low)	"IS" Mean (4=high) (1=low)	"SHOULD BE" Mean (4=high) (1=low)	
1.	3.78	3.86	It is pleasant to be in this building; it is kept clean and in good repair.
2.	3.63	3.82	Students feel that the school program is meaningful and relevant to their present and future needs.
3.	3.56	3.84	This school building has the space and physical arrangements needed to conduct the kinds of programs we have.
4.	3.51	3.74	There is sufficient staff in this school to meet the needs of its students.
5.	3.48	3.77	I feel the teachers are friendly and easy to talk to.
6.	3.42	3.81	Teachers treat students as persons.
6.	3.42	3.79	Teachers in this school are seeking better ways of teaching and learning.
8.	3.41	3.69	The instructional materials are adequate for our school program.
9.	3.40	3.65	Many opportunities are provided for learning in individual and small-group settings, as well as in classroom-sized groups.
10.	3.34	3.82	Faculty and staff want to help every student learn.
11.	3.32	3.74	Teachers are available to students who want help.
12.	3.28	3.66	Teachers know students as individuals.
13.	3.27	3.77	Students and staff are proud of their school plant and help to keep it attractive.

14.	3.21	3.79	The morale in this school is high.
15.	3.15	3.69	In this school even low achieving students are respected.
16.	3.12	3.63	Students feel that teachers have the students' best interests in mind.
17.	3.10	3.68	Most students get positive feedback from faculty and staff.
18.	3.07	3.63	When all is said and done, I feel that I count in this school.
19.	3.03	3.69	The administration is supportive of students.
20.	3.02	3.71	Students can count on teachers to listen to their side of the story and to be fair.
21.	2.99	3.70	Teachers and students are able to get the instructional materials they need at the time they are needed.
22.	2.97	3.61	Resources are provided so that students may take advantage of learning opportunities in the community through field trips, work-study arrangements and the like.
23.	2.89	3.69	If I have a school-related problem, I feel there are channels open to me to get the problem worked on.
24.	2.67	3.43	Teachers, students, and parents help to evaluate this school's program.
25.	2.40	3.43	There is a "we" spirit in this school.